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A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT--PERU.

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THROUGH FIELD WORK, A FOUR MEMBER RESEARCH TEAM STUDIED PERU'S TOTAL DEVELOPMENT AND EDUCATIONAL EFFORTS IN ORDER TO EVALUATE ITS BOOK ACTIVITY. SPECIFIC OBJECTIVES WERE--TO DISCOVER WHO IS CREATING, PRODUCING, AND USING BOOKS, TO EVALUATE PAST ATTEMPTS TO UPGRADE THIS AREA, TO ASSESS CURRENT AND FUTURE PRIORITIES, AND TO DEVELOP RECOMMENDATIONS FOR BOOK ACTIVITY IMPROVEMENT AND FUTURE PROGRAMS. THE SURVEY REVEALS THAT (1) THE EDUCATIONAL SYSTEM SERIOUSLY LACKS TEXTBOOKS, (2) EFFORTS BY GOVERNMENT MINISTRIES TO PROVIDE INSTRUCTIONAL MATERIALS FOR ADULT EDUCATION PROGRAMS ARE NOT COORDINATED, (3) IN COMMERCIAL PUBLISHING, GOOD RESOURCES ARE NOT BEING FULLY USED, (4) NON-TEXTBOOK PUBLISHING SHOWS STRENGTH, AND (5) THE LIBRARY SITUATION IS PROMISING BUT ALSO NEEDS MUCH DEVELOPMENT. RECOMMENDATIONS FOR THE TEXTBOOK AREA ARE THAT THE MINISTRY OF EDUCATION, USING CURRICULUM SPECIALISTS AND STANDARDS, SHOULD ASSIST PUBLISHERS AND EXISTING TEXTBOOK AUTHORS, AND THE MINISTRY SHOULD ALSO BEGIN PURCHASING TEXTBOOKS FOR FREE DISTRIBUTION TO SCHOOLS. EMPHASIS IN HIGHER EDUCATION SHOULD BE ON DEVELOPING A BOOK-CONSCIOUS FACULTY, BETTER LIBRARIES, AND CREATING TEXTBOOK MATERIALS. COORDINATION FOR ADULT EDUCATION IS STRESSED, WHILE SUGGESTIONS FOR LIBRARY DEVELOPMENT INVOLVE ACTION BY THE PERU GOVERNMENT, THE U.S. AGENCY FOR INTERNATIONAL DEVELOPMENT (AID), AND VOLUNTARY AGENCIES. APPENDIXES LIST CONTACTS VISITED, NEWS MEDIA SOURCES, PUBLISHERS AND DISTRIBUTORS, PERU BOOK ASSOCIATION MEMBERS, TEXTBOOK COMMISSIONS AND PRIMARY BOOKS APPROVED, AND A BIBLIOGRAPHY. A RELATED DOCUMENT IS LI 000 042, A STUDY OF BOOK ACTIVITIES IN CHILE. (JB)

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A STUDY OF PRESENT AND NEEDED BOOK ACTIVITIES IN NATIONAL DEVELOPMENT: PERÚ

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**international and
development education
program**

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PREFACE

In October 1966, the Graduate Program in International and Development Education of the School of Education, University of Pittsburgh, accepted a contract funded by the Central Book Activities Unit of the Agency for International Development Office of Technical Cooperation and Research to undertake a book development survey of Perú and Chile. Separate teams were fielded in Perú and Chile, both teams conducting field work from October 31 to November 18. This report deals with the Perú portion of the study.

Objectives

The objectives of the Perú survey were: (1) To find out who is creating, publishing, distributing, and utilizing books in the various educational and development programs of the country; (2) To evaluate past attempts to upgrade quantities and quality of books; (3) To assess current and forthcoming priority requirements for books and book-type-materials; (4) To develop practical recommendations for future projects and programs designed to encourage local book publishing capabilities and to assist in more effective use of regional and foreign resources.

Our approach was to study the total development and educational efforts of Perú in order to provide a context for an evaluation of book activity. We examined many possible ways to provide more and better reading materials of all kinds, including the possibility of educational television as a mass medium relating to increased book activities.

We have made an attempt to be selective in the presentation of statistical information. In some cases, data are estimates based on the best information available to government and private sources at the time.

Generally speaking, the data presented give some indication of the dimensions of overall national development, thus providing a base for projections in the education sector and book needs based on these projections.

Team

The Perú team was made up of the following four members, each selected to give special attention to one aspect of the book problem.

1. Dr. Seth Spaulding, Professor of Education and Public and International Affairs, and Chairman of the Graduate Program in International and Development Education, University of Pittsburgh. Dr. Spaulding is a specialist in educational planning and development and has had over 15 years' experience in a variety of overseas programs, several of which have involved the development of instructional and textbook materials and the provision of technical assistance in educational publishing. Dr. Spaulding acted as Chief of Party and authored this report.

2. Mr. John Howe, Assistant to the President of the Encyclopaedia Britannica, and a specialist in educational and reference materials. Mr. Howe has been a corporate official of Encyclopaedia Britannica for many years. Earlier he served as Assistant to the President of the University of Chicago and Director of the University's broadcasting activities.

3. Mr. Ray Freiman, President of Ray Freiman and Company, formerly Vice President for Random House Production and advisor to the Graphic Systems Division of Radio Corporation. Mr. Freiman is a consultant in education, communications and publishing matters, and undertakes a variety of projects for prominent publishers, book manufacturers, educational, research and cultural institutions, museums, foundations and governments.

4. Dr. Jay Daily, Associate Professor of Library and Information Sciences, University of Pittsburgh. Dr. Daily has been a library consultant on Ford Foundation Library Programs in Burma, was the Library Consultant for Franklin Publications for several years, has been Associate Director of University Libraries for the University of Pittsburgh, and is currently a full-time faculty member in the Graduate School of Library and Information Sciences.

Acknowledgements

The Perú team wishes to acknowledge the help derived from a short visit by Mr. Emerson Brown, Vice-President of McGraw-Hill, a textbook specialist and educator, who was a member of the Chile team, but whose insights were of great value to the Perú team.

We are greatly indebted to all of those persons whom we visited during the survey and whose names are listed in the appendix. Our regrets if we have omitted anyone due to oversight.

Of special help were the staff of the AID Mission to Ecuador, including Mr. George Greco, Mr. George Lindahl, Mr. Dean Turley, Mr. George Phillips, and Mr. Donald Finberg. Mr. Frederick Barcroft, Public Affairs Officer of the U. S. Embassy, acted as our liaison with the Mission in Perú, along with his associate, Mr. Robert Meyers.

Dr. Ralph Fields, Dr. Irvin Murphy, Dr. Rolland Paulston, and Dr. Sidney Grant of the Columbia Teachers' College Advisory Team to the Ministry of Education assisted us greatly in our study. Dr. Eliseo Pérez-Díaz, Ministry of Education liaison officer with the Columbia Teachers' College Team, provided us with invaluable research and information.

Miss Isabel Pedraza, our field secretary and administrative assistant, on loan to us by the AID Mission, was a vital part of the team.

Finally, our thanks to Miss Joanne Lindsay, backstopping officer for the project on campus at the University of Pittsburgh who made possible the smooth operation of the project; Miss Carol Jones, Project Secretary, who handled the typing of the report; Mr. Edward DeCarbo, Graduate Assistant in the Program, who aided in the coordination of the tabular material and artwork; Mrs. Zahira Siebauer, who is responsible for the final typing of this report; Miss Janet Suvak, Director of the International and Development Education Clearinghouse, who assisted in library research on the project; and Miss Pat Truschel, who edited the report and supervised the production aspects.

INTRODUCTION

Peru had a total population in 1965 of 11,649,600;[1] a population increase of 74 percent over that of 1940. There has been during the past decade and a half an average annual population increase of 2.2 percent, although this has risen steadily from 1.72 percent in 1940 to 3.06 percent in 1965.

About 31.5 percent of the population in Perú is economically active.[2] This is less than the world average (42 percent) but similar to other Latin American countries having similar conditions - (Chile, 31.5 percent, 1960; Guatemala, 31.3 percent, 1950; Nicaragua, 30.3 percent, 1950). There is a total of approximately 3,124,579 people economically active.

About 70 percent of those economically active are in agriculture or in industrial production; 27 percent are in service occupations and 78.2 percent are men. Except for agriculture and mining, most people work in urban areas. Eighty-four point six percent of teachers, professors, and educational personnel in general work in urban areas. Forty-three point eight percent of the economically active population is from 25 to 44 years of age, and many others are minors. The net per capita income in Perú (1966) is $365.00, up 17 percent from 1965.

The total education budget in Perú for 1966-67 is 5,579,578,526.70 soles, or about $206,000,000. This, in turn, is about 25 percent of the total national budget and somewhat over six percent of the gross domestic product. It is estimated that education expenditure was 3.1 percent of the gross domestic product in 1960, 5.1 percent in 1964, and will be 6.9 percent in 1970, if current manpower plans and education projections are accurate. (Table I) Figures generally indicate that at least 90 percent and perhaps as high as 92 percent of the Ministry of Education budget is invested in salaries.

Although we were unable to get figures for the 1966 school year, Table II shows a breakdown of cost per student for each level of education in 1964. It is likely that salaries are even a greater percentage of cost in 1966 than those shown in 1964, before the provisions of Law 15-2-15 went into effect, raising teachers salaries over a period of years to among the highest in Latin America.

Table III indicates the Peruvian education attrition rate, which we attribute in part to inadequate instruction in many schools. This, in turn, is largely due to a lack of textbooks, teaching materials and equipment. There appears to be little or no budgeting for these items by the Ministry of Education.

Education, by a 1963 law, is free at all levels, through university level. Although education laws of 1920 and 1940 indicate that books and teaching materials will be provided free, at least at the elementary level, only a limited number of readers have been distributed, primarily for "Transición" (kindergarten) and first and second grades. Even these are not

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[1] National Director of Statistics and Census.

[2] Boletín del Instituto Nacional de Planificación, No. 14, Year 1, November 28, 1966, p. 2.

TABLE I

1966 EDUCATION BUDGET BY EDUCATIONAL LEVEL [a]

I. National Administration	589,905,662.90
A. University Education	568,525,391.20
B. Law 15-2-15 (funds vary under new salary law)	907,631,719.00
II. Regional Administration	775,956,793.00
A. Primary Education	1,470,187,601.00
B. Secondary Education	754,654,691.90
C. Technical Education	316,488,225.70
D. Teacher Training	100,745,962.00
E. Physical Education	62,032,478.00
F. Cultural Extension	16,567,978.00
G. Special Education	16,882,024.00
Total	5,579,578,526.70

[a] Columbia Teachers' College files and Ministry of Education.

provided currently, although in 1964, 300,000 copies of the first book were published and 100,000 copies of the second book were published and distributed free. In 1965, 100,000 copies of the first reader and 200,000 copies of the second reader were published and distributed at a cost to the Ministry of three soles each to print (about 12 cents). This effort was in part a result of a SECPANE (predecessor of AID) project which helped the Ministry set up a small offset press in the Ministry of Education buildings.

Although earlier attempts to provide elementary school books are less than documented, it is known that SECPANE contributed 40 percent and the Government of Perú 60 percent to an elementary textbook program from 1958 to 1962. (Table IV).

During the five years of this program, a total investment of a little more than $1,000,000 is recorded in budget figures, although a good deal of this may have been in operational expense of the small printing press rather than in the actual production of books.

There is currently a line in the Ministry of Education budget entitled, "Fondo de Texto Escolar, " and Table V gives an indication of the amounts of money budgeted for this school textbook fund. It is reasonable to assume that the elementary school texts produced in 1964 and 1965 were paid for out of this fund, but it is not clear where the 1966 funds are being used. There is some indication that these funds are being used to print teachers' magazines, which each of the eight regions issue. Certainly, there is absolutely no investment on the part of the Ministry of Education this year in the preparation, production, purchase, or distribution of textbooks.

Along with a tremendous increase in education at other levels during the past several years, there appears to be a plethora of teacher-education institutions. With the new salary scales, enrollment in teacher-education institutions is dramatically up in all of the schools.

In the informal and adult education areas, there are a variety of efforts by various Ministries to provide educational and instruction materials compatible with each program.

TABLE II

ANNUAL DIRECT COST PER STUDENT IN GOVERNMENT SCHOOLS IN PERÚ, 1963 a/

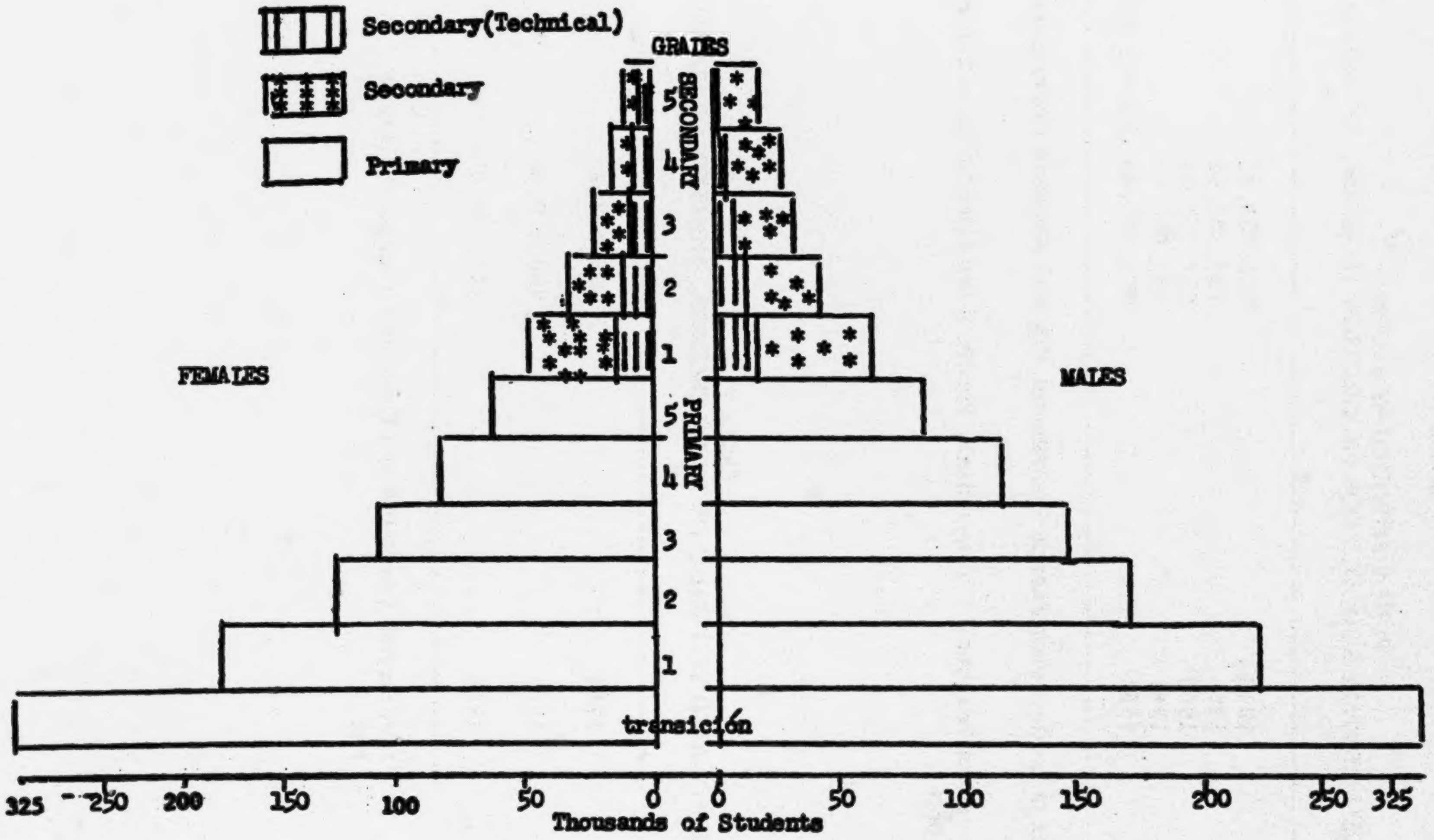
				Expressed in Soles	
Educational Level	Students	Salary Cost per student	Consumable Supplies	Services Other than Salaries	TOTAL
Primary	1,430,183	990.17	1.78	9.89	1,001.84
Secondary (general)	142,299	2,612.25	76.02	46.94	2,735.21
Secondary (technical)	44,757	4,459.52	194.09	64.79	4,718.40
Teacher Training	5,932	8,358.90	1,791.79	281.02	10,431.71
Special Education	2,357	4,061.94	1,029.27	179,89	5,271.10

a/ Columbia Teachers' College files and Ministry of Education.

TABLE III

EDUCATIONAL PYRAMID [a]

1965



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[a] Division of Educational Statistics, Ministry of Education, Lima, 1964-1965.

TABLE IV

FUNDS PROVIDED BY SECPANE [a]
FOR ELEMENTARY SCHOOL BOOK PRODUCTION PROGRAM, (IN SOLES) [b]

1958	821,935.91
1959	756,353.07
1960	827,059.95
1961	345,000.00
1962	315,686.65 (January to June)

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[a] AID or predecessor agency contributed 40% and Peruvian Government 60%.

[b] Columbia Teachers' College files, Perú and Ministry of Education Budget Reports.

TABLE V
FUNDS ALLOCATED TO FONDO DE TEXTO ESCOLAR, MINISTRY OF EDUCATION [a]

1964	2,083,333.33
1965	3,800,000.00
1966	3,040,000.00

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[a] Ministry of Education and Columbia Teachers' College file.

However, we were unable to identify any consistent effort to provide coordination among these programs.

At the University level, (there are 32 universities in Perú, with a total enrollment of over 64,000) teaching methods stree the "copias" system whereby lecture notes are copied and reproduced by the students. Several of the larger universities are beginning to produce textbooks and teaching materials of various kinds which is supplementing the "copias" system. These efforts are not assisted to any great extent by outside agencies.

In the commercial publishing area, we found fine printing and publishing resources that were not being utilized to the fullest. Most publishers and textbook authors are left to their own devices to figure out how to publish and market their materials, with little or no assistance from the Ministry of Education.

A number of authors and publishing entrepreneurs have formed a well-capitalized new textbook publishing firm, while several of the established older publishers are interested in developing new textbook programs provided there is a market. It is the consensus of the team that if the commercial entrepreneurs and existing textbooks authors are assisted by the Ministry of Education; and if the Ministry of Education begins a program to purchase appropriate textbooks for free distribution to the schools, better textbooks could be available in a very short time.

In non-textbook publishing, Perú shows great promise. More and more good books are being published, magazines and newspapers are issued in good number, and distribution systems are relatively sophisticated.

The library situation in Perú is promising, but has a long way to go. The National Library is well organized; a National Library School is preparing trained librarians, but not in any great quantity.

School libraries are practically non-existent. University libraries when they exist vary from good to non-existent; book budgets are poor, and there is often inadequate coordination between the main library and faculty libraries. Community libraries when they exist also range from good to non-existent and generally do not get the support necessary to make them as adequate as they might be.

SUMMARY OF RECOMMENDATIONS

Elementary and Secondary School Textbooks

There has been a remarkable tendency over the past 15 years for AID and predecessor agencies to set up small printing presses in or related to Ministries of Education in Latin America to begin the hasty production of needed teaching materials (usually elementary readers) for distribution to the schools. Such attempts have generally ignored the publishing strengths in the country, have usually ignored the existence of printing shops in the country, have not encouraged new talent in the textbook publishing field, and little has been left of such efforts after AID support has been withdrawn.

Perú is no exception. SECPANE, the AID predecessor agency in education, has attempted for the past dozen or so years (before it was phased out in the early '60's) to create good teaching materials on small offset presses in the basement of the Ministry of Education building. In addition, an expert in children's readers came to Perú in 1960 to train elementary school teachers in the techniques of writing children's readers. These teachers returned to their school systems and, as far as we can make out, have published nothing since.

There is little long-term effect of the SECPANE effort other than the remnants of the offset printing plant, which is now used as a job printing unit by the Ministry. In discussions with the Ministry by the AID Mission and Columbia Teachers' College representatives, there is a suggestion that future assistance may include provision for help in the textbook field. Happily, current discussions (partially growing out of work of this survey team) indicate that mistakes of the past will not be repeated. Funds to be provided under a new loan agreement, will not be used to purchase printing equipment, and the AID Mission is searching for ways to more appropriately stimulate textbook production, utilization and distribution.

The Peruvian textbook industry has made real and sustained movements forward. It has done with little assistance from the Ministry of Education or AID, technical or otherwise. Teachers and private entrepreneurs have worked together to the point where there are now at least some teaching materials for all grade levels from elementary to secondary available commercially, and what is needed is a system to encourage this breadth of interest in textbook publishing through appropriate Ministry of Education assistance and guidance. The Ministry of Education should not attempt to stifle this interest by creating its own publishing unit and stable of hack writers who would be expected to improve on or duplicate what private industry is currently producing.

On the other hand, the Ministry must set standards and provide assistance to textbook publishers who wish to compete in the market. Furthermore, the Ministry must purchase large numbers of appropriate textbooks for free distribution to schools so that all school children can have books (not just those children who can afford them).

We recommend that:

1. The Ministry of Education establish a Textbook Directorate to operate at the same level as other Directorates, including the Directorate for Elementary Education, Secondary, Technical, and Teacher Education. The curriculum and textbook Commissions now operating under the several existing Directorates should be appointed with the concurrence of

the textbook directorate and each of the other substantive directorates. The function of these commissions should be to assist the Textbook Directorate in establishing an aggressive policy of curriculum materials and textbook development.

These textbook commissions now are made up of appointees who sit irregularly to endorse manuscripts. There is no policy or program to set standards of quality which textbooks in each subject area and in each grade level must meet to be allowed in the schools.

2. The Textbook Directorate must be staffed with Peruvian nationals who are primarily curriculum specialists and who will develop into subject matter editors, as the Textbook Directorate proceeds on its program to develop standards for textbooks for each subject at each grade level. In addition, they must be Peruvians who are willing to become experts in textbook publishing, production, illustration, design, and distribution. These specialists will work primarily with textbook publishers in designing plans for new textbook projects to meet the standards set by the Ministry. They will hold workshops and seminars at teacher-training colleges which are willing to work with the Ministry in the development of pilot editions of textbooks. Priority should be given immediately to the preparation of individual texts for each subject in the primary school, since virtually none now exist other than the one-volume "enciclopedias" for each grade (which must be supplanted as soon as possible) and readers for the early grades.

3. The Textbook Directorate itself may prepare pilot editions of materials, may work with textbook publishers in the development of pilot editions, or may work with teacher-training institutions in the development of pilot editions; but it should never itself attempt to publish large editions of materials. (The Leoncio Prado Military School Press, of course, may bid on books as any commercial press.) If the Peruvian textbook industry is to really become sophisticated, it must now be encouraged and assisted by the Ministry.

4. For all of this planning and assistance, nothing much will happen beyond that which is now happening if the Ministry does not allocate a substantially larger portion of its budget to the purchase and distribution of adequate teaching materials, especially for elementary schools. Every elementary school child should have three to four textbooks per year, and the Ministry should provide these. At an annual cost of perhaps five percent of the salary of the teacher, the Ministry can achieve this goal. Form a cost-benefit point of view, this five percent investment would achieve greater results than any other investment that the Ministry of Education could make with the equivalent amount of money. The Textbook Directorate should undertake a study of the cost of providing such materials and should be funded to implement the plan.

5. The Textbook Directorate should announce its plans to the textbook industry, indicating that it will not purchase textbooks which do not meet its standards of teaching method, design, format, typography, and durability. Similarly, the Directorate should study the possibility of purchasing hard-cover textbooks printed on good paper which could have a three-to-five-year life expectancy. These books with a three-to-five-year life expectancy would be cheaper in the long run, and would then be loaned to school systems which, in turn, would lend them to the children. Lost or mutilated books would have to be paid for by the children, and the Directorate would have to set up a system for control and supervision of the textbook loan scheme.

6. If the Ministry establishes such a Textbook Directorate and agrees to implement a long-term program over a period of say, five years, AID should be prepared to extend loan assistance to the plan. This assistance should include provision for technical assistance in the form of curriculum specialists, subject matter editors, copy editors, illustration editors, production directors, and designers to work both with the Textbook Directorate in setting standards and with textbook publishers in assisting them to improve their product. Some of this work could be done through IPAE (The Peruvian Management Association), through the

Peruvian Book Chamber, through the Peruvian Textbook Publishers' Association, or through a collaborative effort with all of these and the teacher-training colleges.

7. AID should also consider the possibility of a decreasing subsidy over, say a five-year period to help the Ministry purchase large quantities of textbooks for elementary school use. Since the Ministry of Education is currently having financial difficulties in providing funds necessary for teachers' salary raises, loan assistance for the purchase of textbooks for elementary schools might be necessary in order to get this effort moving fast. With the Textbook Directorate and strengthened Textbook Commissions in operation, an infrastructure would have been established for long-term planning; and it can be expected that the Ministry of Education would meets its commitment to take over the effort in the future. Also, the impact of having good teaching materials available in the elementary schools would be such that it would be politically advantageous to continue the program as AID subsidy declines. The important thing is that the program be substantial, and one that builds on existing resources, rather than as textbook production schemes of the past which have failed so miserably.

8. Although the provision of good primary books is an urgent need, the Textbook Directorate should also be provided a budget for the purchase and distribution of secondary school textbooks that meet criteria and standards set up by the Directorate and its Commissions. In the beginning, this might best be done through multi-copy purchase of appropriate existing textbooks for deposit in school libraries. This would also mean an effort to assist in the development of school libraries so that the books could be controlled. Again, through such purchases, the Textbook Directorate would have considerable authority in making its standards stick, in that commercial publishers would have to meet these standards in order to sell their books to the government. In addition, the Textbook Directorate could fund curriculum-study project kinds of activities to develop new teaching materials and texts.

9. Along with the above activities, special teacher-training workshops should be sponsored by the Ministry and teacher-training colleges on the use of textbooks and supplementary materials. This is especially important if new kinds of texts and teaching materials are being introduced.

10. The Textbook Directorate should establish standards for textbook approval which allow for the adoption of textbooks for a minimum of three years and occasionally up to five years. In this way, publishers can afford to make heavier investment in the development of such materials.

11. The Ministry of Education and the Textbook Directorate might well consider establishing a kind of advisory body made up of leading citizens of Perú, leading publishers and book-sellers, university and teacher-education faculty and businessmen. This body, perhaps called the National Council for the Improvement of Educational Materials, could assist in marshalling broad-based support for new activities in textbook preparation, production, distribution, and use.

12. The Textbook Directorate, perhaps in cooperation with the National Planning Institute, should do a study of the printing capacity of the six or more printing plants now operated by the Government. It should then prepare use of those facilities which are operating below capacity for the provision of school newspapers, "My Weekly Reader"-type of materials and other instructional resources. For instance, the presses of the Government newspaper, El Peruano, are occupied only a small portion of the day, and these could well be used for this purpose.

13. Finally, the Directorate must establish distribution systems to get materials to schools, and a supervisor and training system to be sure that they are handled properly when they arrive.

Books in Higher Education and Teacher Education

At the higher education level there is a great deal of interest in developing a more book-conscious faculty, in providing more and better library facilities, and in the creation of textbook materials. Again, expertise in the book field is lacking and such resources should be provided the universities, through assistance to individual universities and through assistance to the Inter-University Council. Specific ways in which we feel book development activities can be encouraged include the following:

1. An educational materials advisor should be provided the Inter-University Council to assist it in setting up an Inter-University Book Commission (if the Council is agreeable). This Commission could undertake the following activities:

    a. Study books currently recommended in courses at all universities, the number of students enrolled in these courses, and a listing of courses where no books are recommended. This kind of study might demonstrate to all the universities the fact that there could be a substantial market for certain kinds of books if there were collaboration among the universities in the selection of books for courses.

    b. Set up a system to review, group, and annotate books, in Spanish and in other languages, available for courses being taught at the various universities, and distribute these annotated lists to all universities. This would alleviate the complaint which we heard constantly at universities visited that it is difficult to keep up with the number of good books actually available. At the same time, such a study would show where there are gaps in the availability of Spanish-language books (there is no specific information of this nature now).

    c. Study implications of the proposed basic studies provision of the new university law for book selection and use. If the new law is passed and one year of basic studies is required at all universities, there should be a substantial market for books in basic studies courses.

    d. Plan inter-university text preparation and production programs, perhaps offering subsidies to authors who are willing to prepare good university texts. The University of San Marcos is undertaking a textbook production program, and the National Engineering School and National Agricultural School are doing the same. An Inter-University Textbook Commission could assist in these efforts, perhaps leading to an all-Perú university textbook preparation and production program.

    e. Encourage cooperative arrangements with other Latin American universities, perhaps funding a series of meetings with officials of universities in the region to see if common plans for textbook production use cannot be developed. San Marcos has already begun such discussion, and it is reasonable to assume that the Inter-University Council should extend the discussions to include other universities in Perú.

    f. Set up a system to share information on book banks and their stocks of books at the various universities so that there can be an exchange of stocks when one book bank needs books in stock at another. So far, these book-bank activities have been encouraged on an individual basis at various universities; but there is no coordinating function.

2. Beyond activities such as the aforementioned that affect all universities, and perhaps should be done through the Inter-University Council, a number of activities should be supported at the individual universities and between selected groups of universities.

a. The University Press at the University of San Marcos should receive technical assistance, if it so requests. It needs help on editorial procedures, on marketing, and in general help in publishing management. In addition, several notions of the Rector for the increased distribution of San Marcos books on a regional basis and for more effective exchange of technical magazines should be further explored.

b. Plans of the School of Engineering and the National Agricultural School for increased University Press activities should be encouraged with technical assistance and modest funding.

c. The possibility of an Association of University Presses should be explored in order to coordinate exchange activities of technical and academic journals and of textbooks. This association might be affiliated with the Inter-University Council and might also maintain a register of all university books published.

d. Any efforts of the universities to employ more full-time professors and to equip their universities to provide research facilities for these professors should be encouraged. In this way, more professors will be able to prepare good teaching materials, and there will be more professors interested in book-centered courses.

3. Efforts such as that of UNESCO and UNICEF to assist the development of new kinds of teacher-training materials should be encouraged. However, the UNESCO-UNICEF Project appears to consist largely of providing printing production equipment for the Men's National Pedagogical School, and there is no real plan to develop and distribute appropriate kinds of teaching materials. Here, again, we find emphasis on printing equipment instead of on the development of materials which can be printed anywhere. The Ministry of Education should, through its Textbook Directorate, consider teacher-training materials along with elementary and secondary materials as part of its program.

4. The operating budget of the Ministry of Education must include more support for teaching equipment, audio-visual services, and experimental efforts to develop new kinds of teaching materials at individual teacher-training schools.

5. Workshops should be undertaken for professors in teacher-training schools on new methods and materials in education, and professors should be encouraged to develop and test new kinds of teaching materials in the demonstration schools which are attached to most of such institutions.

6. The Government and the Ministry should seriously consider leveling off in the expansion of teacher-education facilities, considering the fact that there appears to be an oversupply of teachers developing. The money thus saved should be invested in new kinds of teaching materials, as suggested in the section on elementary and secondary education above.

Books in Non-School, Informal, and Adult Education

In non-school educational efforts, one gets the impression that much is being done and yet not much is being done. Many government ministries and departments have a kind of education and dissemination function built into their programs, but there is little coordination with other departments and little joint planning which would strengthen the efforts of each department.

We have several suggestions which we think might be explored:

1. The National Planning Institute should consider adult education planning as part of its purview. It should appoint a Commission, made up of representatives of various

government ministries and departments, to study adult education needs and to study the adult education components of each of the ministry programs. As a part of this planning, the publishing and materials distribution facilities of each department should be analyzed with the idea of consolidating functions that are best centralized. For instance, there are at least six government printing plants and many small offices which have reproduction facilities which are used to print materials that could be best printed at one of the larger government printing plants. Yet there is no attempt to establish a national printing office which would combine all of these facilities. This notion should be explored.

2. We suggest that the National Council for Community Development be especially encouraged to study the need for educational materials in each of the participating programs. Perhaps an educational materials sub-committee should be appointed by the National Council, and plans should be made for using a sizeable portion of the U. S. $20 million BID loan for the preparation, distribution, and institutionalization of educational materials programs. At the same time, the National Council for Community Development should plan for the provision of community libraries, meeting rooms, and other facilities which could be of use to all the ministries and departments cooperating in the program.

3. The vocational materials program of SENATI should be encouraged and assisted to the extent requested by SENATI. There is currently no U. S. involvement in the SENATI program, and it is in the area of instructional materials production that U. S. agencies could provide the greatest help at this point in time. In addition, the Ministry of Education and the Civic Action Program of the Ministry should work with SENATI in collaborative programs whereby SENATI materials could be shared by all technical education efforts in Perú. The possibility of an Inter-Agency Task Force on vocational educational materials should be explored to include representatives of SENATI, the Ministry of Education, and the Civic Action Program. Vocational and technical education materials are especially needed in Ministry of Education schools, and both the Civic Action Program and the SENATI program are presently going their own way in the development of such materials.

4. The Agricultural Extension Service under SIPA should collaborate with the National Agricultural University, and especially with the graduate program in Agricultural Communication at that University. This graduate program is the only such program in Latin America, and collaborative research and development activities should be encouraged.

5. A long-term plan for the use of educational TV in adult and out-of-school education is needed. Currently, too little support is being given the station for any effective use it might have. An all-government advisory group should be established to help determine ways in which the TV facility can be better used. At the same time, educational campaigns in which the TV facility is used should be assisted by book development activity--that is, reading materials correlated with the campaign.

6. This raises the question of the possibility of an Inter-Agency Book Committee within the Peruvian government, perhaps with participants chosen from leadership levels of Perú outside government. This committee would be charged with the planning of all government book activities and with the setting of policies designed to encourage the development of appropriate books and other materials for the various educational activities of the country.

7. The literacy program of the Ministry of Education should either be supported well, and probably merged into the overall plan of the National Council on Community Development; or if not so supported and coordinated with other plans, it should be eliminated. The money now being spent on literacy in the Ministry of Education is insufficient to achieve any results and should be invested elsewhere if increased funds are not possible.

The Peruvian Book Industry

Although book publishing in general in Perú is on the increase, there are a number of problems which must be faced. Some of our suggestions are as follows:

1. The possibility should be explored of allowing the publishing industry to borrow from the Government Industrial Development Bank at a lower interest rate than that charged by the commercial banks. At a minimum of 12 plus one percent interest charge, and often as much as a 20 percent interest charge per year on money borrowed for publishing ventures, many publishers are unwilling to undertake risk projects; and if they do undertake such projects, they must raise the price of the books to cover the interest rate. The same applies to booksellers who must often borrow money for inventories which they import and for which they will get no return for many months.

2. The Book Chamber of Perú, representing book publishers and booksellers, would very much welcome assistance in the form of workshops for authors, publishers, booksellers, and others in the book industry on the planning, production, and marketing of new kinds of trade book materials. For instance, the Book Chamber recognized that there is an increasing market for easy-to-read adult materials, but no one is currently writing them and putting them out. They would like to know more about how this might be done. In addition, they would like seminar and workshop sessions with publishers from other countries in order to discuss their problems and to explore new ways of improving their business. Perhaps ESAN and IPAE could collaborate with the Book Chamber in sponsoring such workshops and seminars on publishing and publishing management.

3. Book importers and wholesalers have developed a sophisticated system for marketing all kinds of materials. However, foreign book publishers will often not sell to them on credit; and we recommend that the American Book Publishers Council and the American Textbook Publishers Institute consider the possibility of recommending credit or consignment sales to those established booksellers and wholesalers who are well capitalized and well established.

4. A number of publishers and businessmen would like to create large publishing ventures jointly with business outside Perú. We recommend that U. S. publishers examine such opportunities and that the government extend investment guarantees to such efforts.

5. We recommend that further discussions concerning the possible establishment of an Andean-Caribbean common market include discussions of collaborative arrangements possible in the book field. Agreements on free exchange of books, transportation rates for books, and so on, should be a part of such regional discussions.

6. We suggest that the postal services of Perú collaborate with the Book Chamber and other book groups in studying the special mail requirements of book distribution. Many booksellers find so much difficulty in using regular mail services that they send all their books and magazines by air freight, even within Perú. This adds considerably to the cost of books when they reach the public.

7. We suggest that the Book Chamber and the book industry in general consider the possibility of establishing standard prices for books. This does not mean that booksellers cannot sell at a discount, but it does mean that there will be list prices for books so that they can be properly advertised and promoted, with standard prices. In most cases there is no list price, and many booksellers add exhorbitant mark-ups.

8. We suggest that assistance agencies study the effect of book gifts given directly to institutions and libraries. An alternative to direct book grants would be the money deposits with book distributors to be drawn on by libraries. There is some suspicion that monies granted directly to libraries are occasionally mismanaged and are not entirely used for books.

9. Schemes designed to subsidize students in the purchase of books might include the notion of distribution of book certificates valid for the purchase of books at any store. In this way, it is assured that the money will be used for books, and bookstores are encouraged to expand their offerings to attract the business.

10. We recommend that all agencies which are interested in the development of book activities in Perú consider carefully the effect on the total book industry when assistance is offered a portion of the industry.

11. We suggest that the National School for Graphic Arts, recently established in Lima, be supported, and that it be encouraged to include in its program a consideration of special problems inherent in book manufacture as opposed to printing production in general.

Library Development

Throughout the chapter of Libraries and Human Resources Development, the need for aid to various sectors of development is cited. In a way, it is almost necessary for the profession and the various representatives of it to make proposals which can be acted upon by various sources of support. The most important fact to remember is that Perú has a library profession with sufficient organization and ability to make proposals and recommendations which are valid and worthwhile. Certain of the library efforts are very productive; others have yielded less than cost entails.

The following recommendations are organized in the same fashion as the basic report and cite what three groups can do: the government, referring to the federal government of Perú; AID, referring to U. S. Government assistance; and voluntary agencies, referring to all other sources, including the Peace Corps, specified where the project would be the province of one agency or another.

Escuela de Bibliotecarios

1. Governmental Support - The Ministry of Education will soon have to adjudicate between the conflicting claims for education for librarians, but it should decree that professional certification as provided under the laws of Perú should be granted only by the Asociación Peruana de Bibliotecarios. The principal facility must be maintained and expanded. The government should elevate the school librarians to a status equivalent to other schools by making it a separate degree-granting institution with a five, seven, and ultimately nine-year program beyond secondary school, equipped to provide the country with school library administrators, public library administrators and coordinators, as well as librarians and library school faculty members to teach at the normal schools and in the school itself.

Certification of librarians presently at work should be done without regard to the program for the School of Librarians; but after a certain period, the Association should certify at certain levels depending on education more than experience. The Escuela should not be the only school of librarianship, but it should operate as the center which guides, aids, and provides standards for schools opened in the University. To accomplish this program the government should provide more adequate space, a larger number of classrooms, more library resources (including a professional librarian just for the school). A full-time, adequately paid faculty is a necessity which only the government can provide.

2. AID - The relations so far between AID and the School have been indirect, but a closer working relationship should be established, so that the school can serve as the training facility for librarianship in all its phases. AID should provide funds for the purchase of modern machinery as training aids (flexowriters, key punches, model circulation equipment) and should provide for the organization of a documentation center. The latter is the great lack of the school at present. It should take leadership in the area of documentation and

should be conducting experiments and providing training in the most modern phases of librarianship. A lavish program is needed, providing for visiting professors for two or three years, setting up an equipped laboratory, and providing scholarships for education of a faculty to replace the visiting professors.

3. Voluntary Agencies - Education for librarianship requires a constant interchange among the faculty members of schools. A good and inexpensive program could include refresher courses, as well as to provide a full-time faculty with exposure outside the country through attendance at conferences, and tours of new facilities being developed elsewhere. The voluntary agencies can aid by providing scholarships for students from outlying regions who will return to provide library service in regions where it is needed. Developing library service in the country depends on developing the profession which will provide this service. Well educated librarians will give the time needed and have the expertise required to build libraries where none have been before.

School Libraries

A massive program to provide library service in the schools must begin with courses in librarianship in the normal schools. To do this, a centralized program growing out of the development of the Escuela de Bibliotecarios must take the place of present rather random efforts. Faculty for the preparation of school librarians is the greatest need.

1. A central library bureau in the Ministry of Education should be grouped around a central professional library with personnel that can organize services to provide for centralized cataloging, following the pattern established by the Fondo San Martín. At the earliest possible date, a really big program to provide adequate libraries with trained librarians in the schools can begin in order to provide information from the earliest level of reading through the last grade.

2. AID - There is no hope for development of improved education in the context of today's educational methods without adequate library facilities. The present work must certainly include a specialist in school libraries to work with the Columbia Teachers' College team to develop a national plan. It is amazing that none has been sought so far. AID must then be prepared to assist with the donation of books for school libraries, especially of books not suitable as textbooks but excellent for supplementary reading. Regional programs of book industry development can be helped by the purchase of books without ever requiring a kind of centralization of effort on the part of nationals of various countries, a course very hard to achieve. AID would be defeated in this work apparently only by internal policies of management.

3. Voluntary Agencies - There is a great temptation for a small organization to move in on the field of school libraries, either by a large program for one school or a small program for several. All of these programs should be coordinated through a central agency in the Peruvian government, lest more harm than good result from the effort to help. But supposing that there is a governmental office coordinating school library development, there can be a major contribution by many small-scale projects. The organization of a school library by qualified Peace Corps volunteers can be geared to a program that will supply the school with a counterpart librarian to take over when the library is functioning. A centralized processing center can always employ additional volunteer help for tasks ranging from the cataloging of material to the preparation of annotated lists, and voluntary agencies can give books in limited numbers through a central agency which will see that the books go where they are most needed.

University Libraries

1. Governmental Support - The proposal to put a library school in each university is not a solution to the problem of university libraries. In every case, the university has an impoverished collection which makes research, as it is known and practiced elsewhere, impossible. The government will have to provide a major grant to help build up the libraries of universities and to provide adequate facilities for researchers. A basic necessity is not to duplicate the history of university library development but to take the best solutions available and begin there. The solutions for research material in sufficient quantity are being worked out in networks of research libraries, utilizing long-range facsimile systems, centralized information services, and so on. The government can give its support to projects which will make it unnecessary to duplicate expensive research materials but still provide for access to them if held anywhere in the country. Such a project, with the cooperation of the Asociación Peruana de Bibliotecarios could yield very fruitful results. It is surprising, but true, that the most important research material is available sometimes at high cost and sometimes free. The Government should begin a program of soliciting materials on a world-wide basis to make certain that they are available and work this into a general program for the expansion of the National Library (see below).

2. AID - There is still a kind of faith that U. S. aid to a foreign university will be valuable even if no written record is left behind and that laboratory equipment is more worthwhile than the basic book material which explains how the equipment can be used. For one thing, although most American professors acting as AID advisors do not question what the library can do for them, they take it for granted in their "back home" setting. Thus, where there is no library, they complain bitterly, but lack the expertise to do anything about it. Laboratory equipment for their own deparment, of course, is part of their personal experience back home, and this they can easily order abroad.

Wherever AID proposes to improve the quality of teaching in a university, a survey of library facilities and use by students must be made. If the facilities are not adequate, improvement of these must precede any other project. This is more important than textbook collections for the use of the students--a project that may best be left to voluntary agencies.

AID must be very careful not to make a bad situation worse by meddling in the development of library education outside the present effective organizations. This would destroy facilities which now exist on the basis that those to be created would be better. A chancy sort of project like this can be most harmful. By working toward the improvement of university education through the improvement of library facilities, equipment, and personnel, AID can greatly support the development of education. A project to install automated equipment on the models being developed for U. S. universities (Chicago, Southern Illinois, Missouri, Washington in St. Louis, etc.) would probably be welcomed and could be a very important part of an information network.

In any case, the gift of books without further attention to how they are to be cataloged and put into use is a very poor way of doing anything of value. The projects of AID to date, with universities, and elsewhere in the book industry, show the remarkable results which can be achieved with relatively little capital. A library is the most enduring of institutions; to build a library is to purchase immortality at the cheapest rate. By utilizing the need for buildings and the need for further training, AID can make a major impression on the university. It can also most effectively combat student unrest and dissatisfaction by making it possible for good students to get a good education, regardless of the poor ones' mischief. A library, where needed, can be the model of American assistance at its most generous. There is scarcely a university in Latin America that does not need one; but negotiations should proceed very carefully so that the library, when built and organized will not be defeated in its development by purely administrative decisions. In any major project of this sort,--and at least nine are needed in Perú-- the beginning lies with the university in planning for joint procedures which will insure that the library, when completed, is adequately staffed and supported.

3. Voluntary Agencies - The textbook rental idea, carried out at the Faculty of Medicine library by Kellogg Foundation and at the Universidad de Ingeniería by the Ford Foundation, shows how textbooks can be made available cheaply and virtually on a self-supporting basis if properly planned and carried out. Participation by the students is vital to the success of the idea, and the textbooks must be of the finest. This is a stop-gap measure, though, at its inception, and soon further facilities will be needed. While textbook rental can continue, the organization should be expanded to full university bookstore functions which can be the non-profit source of help to students. (At La Cantuta Teacher Training College, students had to go to Lima to buy books). Equally, the bookstore can act as the publication center for official syllabuses which will supplant the copias at their worst.

Voluntary agencies often make the mistake of sending in a visiting professor who wishes to give a seminar that will have all the students reading vast quantities of material and preparing papers based on research. The disappointment that these men find when they discover that the library is a disorganized mess is sad to behold. Voluntary agencies should plan only to help those libraries which are organized; and the need for Peace Corps volunteers with a degree in Library Science will be great for years to come. However, these volunteers should not be expected to set up make-do libraries and waste time on futile efforts to accomplish the impossible.

Public Libraries

1. Government Support - Further government aid, a continuation of the good work done so far, will make the development of public libraries a major accomplishment of the government. Where municipalities are too poor to afford the cost of creating a library, the government should underwrite the expenses and provide a long-term interest-free loan, which the municipality can pay off slowly. In addition, the government should provide scholarships to librarians who have worked for five or more years so that they can visit American public libraries and gain further training there. This can be worked out with U.S. officials. The government should also plan to buy great quantities of books from foreign countries to be put into the hands of the Fondo San Martín for general distribution, and a method by which books can be distributed to libraries at minimum cost. The expense of shipment is a great part of the cost of books in regions outside Lima. The Army can be used as a distribution center.

The government should encourage the development of a public library service for the handicapped, for those in remote areas, for the sick, for prisoners, and so forth. The beginning has been made, but it can be expanded almost endlessly.

2. AID - A fully equipped centralized processing center with the most modern machinery might cost in the neighborhood of $100,000, but the value of such a service is incalculable. It would represent the difference between slow development and rapid development of libraries. This would be the most valuable of all projects to aid the Fondo San Martín, along with continuing in-country scholarships for the training of public librarians. AID should plan to continue giving books in multiple copies produced in other Latin American countries through regional programs. RTAC books have been a most important source of support. In addition, the presentation of a library building to a community too poor to afford money for materials (it might cost all of U.S. $2,000 to $5,000 for materials) could be the most significant thing the AID program could do. Rather than preaching help for the worker, AID would make the help a reality. Such institutions could be adequately staffed and the cooperation of the Fondo San Martín would virtually insure success.

3. Voluntary Agencies - Good books in Spanish are a likely gift to the Fondo San Martin and some enterprising voluntary agency might encourage the adoption of a public library by an American community to provide for exchange of help. Certainly Peace Corps volunteers willing to assist in a Public Library as clerical help would be valuable; or if

adequately trained, they could serve as additional librarians to work with children. A limited program of adult education can be managed through a cooperating public library better than through any other group.

Biblioteca Nacional

1. Government Support - Further facilities for readers and branches of the national library should be built, to continue the program which has thus far produced really remarkable results. The need for research materials is never more apparent than in the Biblioteca Nacional and many of the deficiencies of academic libraries can be made up with adequate support for this excellent institution. Its autonomy should be protected, its programs fostered, and its staff increased.

A very valuable addition would be a functioning copyright section which would have no power to rule on the value of material to be copyrighted (except that it be in published form) and would be able only to provide certification of copyright, it being assumed that copyright is a natural right which the government does not grant but simply certifies. Two copies of every book printed in Perú would be deposited in the National Library as permanent holdings of the library.

The government should enter into treaties with other Latin American countries for the exchange of publications, providing books and periodicals on an item-for-item basis with all other countries of Latin America. In addition, exchange facilities for research materials should be devised and the National Library should be given a greatly enlarged budget to develop its holdings into a national center for research. The government should provide space, continuing appointments, and adequate staff for the development of a national cataloging center for all material; it should provide for the sale of cards, the provision of machine-readable copy for book-catalogs, and a national union catalog of all materials useful to research as well as an up-to-date bibliography of all material published in Perú. This is not so expensive a task as it might seem, granting the great amount of work being done by the Library of Congress. A treaty worked out with the U. S. to take advantage of the Library of Congress Title II program would be useful in the provision of national cataloging and other bibliographic services.

2. AID - The proposal of a fully equipped center for the Fondo San Martín can be expanded to be the national central library of Perú. Such a library serves only librarians and the equipment could be put into full time use as the cataloging center suggested above. Once the equipment is purchased and the staff trained in its use, the provision of printed cards and copy in machine-readable form is really quite inexpensive, but would have to be underwritten by the government to provide against deficits in the initial years.

AID would serve a two-fold function in this; it would do much to speed up library development in Perú, and it would provide a highly valuable model for a regional program that could be based in Mexico and Argentina. This is too large a project for a voluntary agency, but it is one from which the Library of Congress could profit. Machine-readable copy produced in Mexico could very readily be used in such a center and would very greatly increase the value of cataloging done at a regional center. Such a program would be welcomed throughout the world where the deficiencies of bibliographic control for Latin American materials is known and deplored. It would greatly aid the number of universities which have Latin American programs (often supported by government funds). Finally, it would have an almost incalculable effect in boosting the development of adequate book publishing in Latin America. The lack of knowledge of books on sale is one of the chief reasons for there being so small a sale of any one edition.

3. Voluntary Agencies - The National Library of Perú is not a good place to send unwanted books. It is, however, a very good place to send money and contributions, free

subscriptions, and anything else that has a research value. Certainly, with arrangement, the National Library could serve as the training center for specialists in Latin American bibliography and might be a place for volunteers whose help in the library could pay for training courses. A program worked out on this basis would be of great benefit to students in the U. S., as well as being beneficial to the National Library. Something like the Peace Corps, but beyond it, is contemplated here; a kind of teaching-working fellowship in the national library.

Another very good project for the National Library would be assistance in setting up a functioning publication office which could handle all the details of publishing scholarly material (especially the bibliographies) and selling them throughout the world. Cooperation in the form of an academic press expert of sufficient vigor and intelligence to work out effective and inexpensive methods of publication and sale might make the difference between costly works slowly produced and that part of the National Library program which is self-sustaining.

FOREIGN ASSISTANCE

Foreign assistance activities have not been comprehensive in their attempts to encourage book development activities. Except for the early efforts of Servicio Cooperativo Peruano-Norteamericano de Educación (SECPANE), little has been done to assist the Ministry of Education in formulating an intelligent textbook and teaching materials program. The AID-funded Columbia Teachers' College Advisory group to the Ministry of Education is bringing a textbook advisor in 1967 and there is some discussion of including monies in a new AID loan to the Ministry of Education for textbook work. However, preliminary discussions indicate that such monies might be used to equip a printing and production center at the Ministry of Education. This clearly is not needed considering the extensive textbook production facilities at the Leoncio Prado Military School, the small production units at the National Teacher Training School, and otherwise available commercial facilities. AID loan funds should be used to provide help other than in printing, as we will outline elsewhere.

AID also has distributed large numbers of Regional Technical Aids Center books. Some 400,000 RTAC volumes were distributed between July 1, 1965, and June 30, 1966. These books are distributed largely to institutions which have AID assisted programs and which can use the books in their teaching programs.

However, AID has only one junior officer and a secretary to work on this project resulting in delay of distribution and lack of recorded data for control. The books arrive in Perú unsorted from RTAC; they must be re-sorted and packaged at the AID Mission in Lima.

A recent problem with RTAC policy is that the Mission receives only a certain quantity of newly listed books and must purchase quantities of back-listed books when they are needed. A sum of $25,000 was allotted to the Mission in fiscal year 1966-67 for back-book purchase and this proved to be inadequate to fulfill the needs of the various institutions served. In the 1965-66 fiscal year, $160,000 were allotted for this purpose, and this made it possible to purchase and distribute much larger quantities of books.

In general RTAC is well received and its programs should be escalated. However, a much more thorough study of institutional use of RTAC books would have to be made before specific recommendations can be formulated as to the expansion of the program.

The USIS donates and distributes books purchased from local importers for the universities, and has subsidized, using PL480 funds, the publication of four textbooks by the University of San Marcos Press. A fifth will be issued in 1967 by the Catholic University Press.

Book-Activity Components of AID Non-Book Projects

Although the above U. S. efforts represent the major activities of U. S. agencies in the book field, there are some book-related features in a number of AID projects whose major goal is not the development of books or libraries. Of the 23 projects listed in Country Assistance Programs, Fiscal Year 1968, 14 of them contain specific book-related activities (Tables VI and VII).

For instance, in the area of Public Policy and Administration, several research documents in Public Administration have been published during 1965 and the first half of 1966 (Project 1, Table VI). The first draft on another was being prepared in June 1966. Also, an AID communications advisor has been provided in agriculture and rural development (Project 2, Table VI). Working from the new Office of Agricultural Information in SIPA (Servicio de Investigación y Promoción Agraria) he will assess publication needs of various disciplinary or commodity areas. The new office marks a new awareness on the part of SIPA of the critical nature of the publications problem. A Peruvian professional editor with training under the participant training program will be placed in charge of the office.

An education sector program loan for about $1.10 million in fiscal year 1967 is being considered for activity in teacher training, construction and equipping of normal schools, and the production of much needed textbooks and other instructional materials (Project 3, Table VI). Although US/AID has made only limited efforts in the field of higher education, the establishment of Latin America's First Graduate School of Business Administration (ESAN) and the provision of technical and capital assistance to the National Agricultural University at La Molina show an increasing awareness of the problems (Project 4, Table VI). In considering the university attrition rate, the AID book program mentions that teaching materials and textbooks would make possible an escape from the rote-learning system. ESAN has published more than 50 Peruvian business teaching cases (Project 5, Table VI). Also the position of a higher education advisor may be filled during the first quarter of fiscal year 1968.

TABLE VI

AID ASSISTANCE PROJECTS (PERÚ) WHICH HAVE BOOK ACTIVITY COMPONENTS [a/]

Goal-Sector	Projects
I. Public Policy and Administration	1. General Public Administration 527-11-720-125
II. Agriculture and Rural Development	2. Agriculture Institutional Development and Operation 527-11-110-060
III. Education and Human Resources	3. Public Education 527-11-690-067
	4. University Programs 527-11-660-129
	5. Graduate School of Business Administration 527-11-770-130
	6. Population and Family well-being 527-11-590-132

[a/] Country Assistance Program, fiscal year 1968, Perú, Part II, Department of State, October 1966. (Unclassified).

Pamphlets, motion pictures, and filmstrips are being developed for use by the Ministry of Health in dealing with family well-being. In fiscal year 1967, $2,000 (17 percent of total commodities provided by AID) were allocated to audio-visual equipment. By fiscal year 1968, $4,000 (12 percent of total AID commodities) will be available for this purpose. In fiscal year 1967 no money was assigned to training texts. However, in fiscal year 1968, $7,000 (20 percent) will be available for training texts under the population and family well-being program (Table VI).

In addition to specific book production activity in various programs, U. S. AID is active in areas which strongly reinforce the book industry of Perú. In the main, these activities may be defined as library and educational projects where materials are needed (Table VII). For instance, AID has assisted the former ONRAP (National Office of Public Administration Reform and Training) library, which contained 4,563 volumes and 3,432 titles in June 1966. During the second quarter of that year, 3,694 volumes were borrowed; and 2,017 volumes were checked out for use in the library. An average of 450 persons used the library monthly (Project 1, Table VII).

The National University of Agriculture is involved in a construction program which includes a U. S. $1.10 million library. This sum represents 14 percent of the initial investment and 10 percent of the total projected investment (Project 2, Table VI).

A vocational training and civic action program assists schools built by the Army and staffed by the Ministry of Education and which serve the children of civilian campesinos who have been discharged from the Military (Project 3, Table VI). Also a special project activity has been established to provide basic literacy materials and simple technical booklets through 110 libraries. Five thousand school children have use of the facilities of 15 Self-Help Schools (Project 8, Table VII).

By the end of fiscal year 1968, the new Graduate School of Business Administration hopes to have a 10,000 volume library collection. To date, library texts number 9,134 of which 2,000 were donated. Of the 279 periodicals, 140 are received free of charge. Library services are utilized by business firms, universities, and interested individuals (Project 5, Table VII).

The workers' Labor Education Center hopes to train 1,000 union leaders each year. In the first six months of the current year 1966, its first year of operations, a total of 447 union members have received training involving 118 trade unions in 12 cities including Lima. Also the program includes a "Services to the Trade Union Movement" activity. A union mailing list is maintained, and thousands of labor and U. S. -oriented pamphlets, booklets, etc., are distributed throughout Perú. Films, tapes, and other audio-visual aids are made available to trade unions (Project 6, Table VII).

AID's assistance to Peruvian Management Association (IPAE) and Peruvian Sales Management Association (ADV) in fiscal years 1967 and 1968 will consist of the assignment of U. S. business leaders and educators on short-term contracts to direct seminars, workshops, and conference programs for Peruvian industrialists as sponsored by the two organizations (Project 7, Table VII). In addition to its quarterly management review magazine and bi-monthly activity report, IPAE published the first Marketing Guide to Perú in 1966. Both English and Spanish editions were out of print in less than one month. Also, an attitude survey of the Peruvian Stock Market was undertaken.

TABLE VII

PROJECTS WITH LIBRARY OR OTHER COMPONENTS AFFECTING THE BOOK INDUSTRY [a]

Goal-Sector	Library Projects	Educational Projects
I. Public Policy and Administration	1. General Public Administration 527-11-720-125	
II. Agricultural and Rural Development	2. Agricultural Institutional Development and Operations 527-11-110-060	
III. Education and Human Resources		3. Vocational Training and Civic Action 527-11-610-056
		4. University Programs 527-11-660-129
	5. Graduate School of Business Administration 527-11-770-130	
		6. Workers' Labor Education Center 527-11-410-063
		7. Private Enterprise: Management and Promotion 527-11-270-131
IV. Special Activities		8. Special Projects Activities

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[a] Country Assistance Program, fiscal year 1968, Perú, Part II, Department of State, October 1966. (Unclassified).

ADV offered 24 training courses which were attended by 684 marketing managers. The National Productivity Center (CENIP) published the first historical productivity measurement study of 24 industrial sectors. In 1966, CENIP developed and published a small accounting manual and conducted teacher-training projects. Other AID projects had training activities as a part of the project, but there was no provision for the purchase of books, preparation or production of books for teaching materials, or the encouragement of library activities. However, with two-thirds of the AID projects specifically mentioning book-related activities to be undertaken, it is obvious that program technicians in AID recognize the need for greatly expanded book activity. There is virtually no competence in the AID Mission in the book field; we would strongly suggest that a book development officer be recruited to work with all divisions in assessing the book needs of the programs, and in planning a coordinated effort in the book field.

"There is an awakening of our people." This statement, simply and quietly put by an official of Perú's Ministry of Education, seemed to us, as we left Lima, to summarize the state of the nation--and not in education alone.

The "awakening" in education is no discovery, and no surprise. Ever since the early years of the Republic, since the years of Bolívar and San Martín, Perú's leaders have pledged themselves to the ideal of education, and, as the decades passed, to the ideal of free, universal and compulsory education. Since the midpoint of the twentieth century, this espousal of education has become nation-wide. That is the "awakening." Today an estimated 27 percent of the national budget of Perú goes to education. Education's percentage has risen in every year but one since 1955 and has nearly doubled in that span.

Efforts by U. S. educators to assist the Peruvians--sometimes this has been called "intervention"--have had a long and not always happy history. Up until 1912 European influences were predominant. In that year a regime particularly friendly to the United States invited eight experts from the U. S. to become educational advisors. A second phase came in the 1920's with the "Bard-Giesecke" period. (Dr. Giesecke, who became very popular, and was elected Mayor of Cuzco, is still in Perú.)

A third phase was the era of SECPANE--The Servicio Cooperativo Peruano-Norteamericano de Educación--from 1944 to 1962. SECPANE, which was financed by the U. S. government, sought the improvement of elementary, vocational, and teacher education through the establishment of demonstration centers. These earlier efforts, though admirable in concept, proved less productive than had been hoped, partly because the Peruvian government was not prepared to finance the recommended programs and partly no doubt because Peruvians, like other peoples, get tired of foreigners who become involved in their internal affairs.

Currently, the major U. S. advisory effort is the Columbia Teachers' College project which is supported with AID funds and housed in the Ministry of Education. Thus far the TC project has been concerned more with problems of educational administration and curriculum than with the availability and quality of educational materials such as textbooks, though it has plans for a development in this field.

Perú's "wakening" in education can be easily measured. Enrollment of all levels, in both public and non-public institutions, increased from 1,672,727 in 1960 to 2,505,207 in 1965, up nearly 50 percent in six years (Table

These figures must be set against a total population now approaching 12,000,000. Nearly 20 percent of Perú's total population is in school. President Belaunde Terry pointed out to one of our team that the high proportion of Perú's population at primary and secondary school age represents a financial strain ("as well as a great opportunity") for Perú.

Expenditures per year per pupil in primary school rose from $9 in 1959 to between $30 and $40 in 1966. There are approximately 80,000 teachers in the school systems, and about 92 percent of the education budget is for teacher salaries. Teacher organizations are strong, and there are basically three: SINPET for technical school teachers; SINPEP for primary school teachers; and SINPES for secondary school teachers.

TABLE VIII

GENERAL TOTAL OF THE SCHOOL POPULATION REGISTERED IN EACH EDUCATION LEVEL FOR 1960 - 1965 [a]

Levels	1960	1961	1962	1963	1964	1965
General Total	1,672,727	1,762,700	1,838,810	1,988,247	2,314,686	2,505,207
1. Pre-School and Primary	1,440,000	1,495,047	1,553,755	1,682,365	1,932,614	2,054,021
2. Common Secondary	158,900	184,848	195,246	204,886	260,309	310,857
3. Secondary Technical	39,359	42,978	44,655	48,063	59,542	68,718
3.1 Agriculture	3,267	3,613	4,672	5,121	7,021	8,989
3.2 Industrial	17,015	18,839	17,996	20,197	24,765	27,923
3.3 Commercial	19,077	20,526	21,987	22,745	27,745	31,806
4. Normal	4,008	5,270	6,278	7,505	12,194	14,718
5. University	30,460	34,556	38,876	45,428	50,027	56,893

[a] Ministry of Public Education, Division of Educational Statistics - Estimated.

Over the six-year span, enrollment at the pre-school and primary level increased by more than one-third, to 2,054,021. Secondary enrollment nearly doubled, to 379,575. Enrollment in teacher training colleges and in universities more than doubled, to 71,611.

To an observer from the U. S., of course, this encouraging picture of growth is marred by the high drop-out rate, particularly in the primary grades. Perú's primary school systems begins with a "transition" year (for six or seven-year-olds) between kindergarten and first grade; this is followed by five grades. In 1965, enrollment in these six grades was as follows: transition, 631,877, which is said to be 75 percent of the age group; first 409,989; second 307,069; third, 267,659; fourth 215,208; fifth 164,583.* The jump from the last year or primary school to the first year of secondary has usually been costly in numbers, but the loss has been greatly reduced in the last few years, with 91.3 percent making the jump in 1965. Losses during the five secondary grades (a sixth will be added soon under a new education law being drafted by Congress) are less severe. In the entire 11-year system it appears that only one in 15 of those entering the transition year reaches the last year of secondary school.

Peruvian law provides that education is compulsory for children from ages seven to 16. Obviously, this is a goal rather than an enforced or an enforceable rule. The authors of Education in Perú, published in 1964 by the Office of Education, U. S. Department of Health, Education, and Welfare, see the drop-out problem at the elementary level as chiefly rural, and ascribe the heavy drop-out rate to "the employment of children in agricultural work, apathy of parents, the low standard of living of the Indian population, long distances between school and home, the lack of qualified teachers and their ignorance of the Indian languages." However, there may be other factors involved. A number of the Columbia Teachers' College advising team suggested to us that many drop out because they cannot afford to buy the recommended books. If more good texts were available, more students would be able to keep up with their school work and thus they would be better motivated to continue.

Elementary and secondary education are currently suffering the mixed benefits of Law 15-2-15, passed in 1964. This law legislated a teacher salary scale that is perhaps the highest in Latin America. One-quarter of the difference between the old scale and the new scale has been granted in raises for each of four years, from 1965 to 1969. The 1967 minimum salary for an elementary teacher is $180 per month, and the average salary is $2,400 a year. With 80,000 teachers in the system and 1,482 officials in the Ministry of Education, the effects of the new law have been to cut budgets for almost everything else but salaries to make it possible to meet the provisions of the salary law. And the full effects are not yet felt since two years of raises remain before the salaries meet legislated standards.

A second mixed benefit is the series of recent laws that have extended free education through the university. In 1945, free education was extended to the secondary level; and in 1963, free education was extended to all levels. This, combined with dramatically higher salary scales, has placed such a burden on federal support of education that it is impossible, even with the great effort of recent years, to continue expanding educational facilities to keep even close pace with the demand.

Law 15-2-15 and its high salary scale has also contributed to a dramatically increased enrollment in teacher education to the point where there may be more teachers in training than there are places which will be available over the next several years (see sections on Teacher Education and on Higher Education). Also, with the expansion of the last several years in elementary and secondary education, a higher proportion of teachers are relatively inexperienced. With little in the way of teaching materials, facilities or libraries to help them, there is reason to believe that the next step in educational development in Perú should be to provide for the tools of education necessary to raise the quality of instruction and necessary to help the teachers do a better job.

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*These figures exaggerate the drop-out rate since a declining enrollment by class would be expected in a period of high birth rate. However, the actual drop-out rate is clearly substantial as indicated by the fact that 33 percent of 615,968 children entering the transition class in 1964 failed to matriculate in Grade 1 the following year.

An educational planning office in the Ministry of Education collaborates with the National Planning Institute (see section on Adult Education), and a 1966 manpower study, assisted by OECD, points up future manpower needs in terms of educational requirements. In the Ministry of Education, the Directorates of Primary, Secondary, Technical and Teacher Education, however, seem to be more concerned with pressing immediate problems than with long-term planning. All agree, nevertheless, with the OECD assisted manpower and educational planning study that a very pressing need for the future is to provide better textbooks, teaching materials, and library facilities for the schools.

During the three weeks in Perú, the team visited several elementary, secondary, technical, agricultural, commerce schools and "unidades escolares"* in Lima, Cuzco and Huancayo. These schools ranged from small, poorly staffed, fairly recently established schools, to large, nationally known prestige schools. In addition, we examined the program of the Summer Institute of Linguistics, which runs a program of bi-lingual schools for the Ministry of Education in areas of high Indian concentration. With the exception of the program to produce small editions of teaching materials for the Quechua and Amaru Indian schools under the bi-lingual schools program, there is no current effort by the Ministry to provide teaching materials of any sort for the schools.

The Book Gap

Perú's widest "book gap" is in its primary schools. The growing enrollment at this level is being accompanied by a gradual rise in the professionalism of teachers, due to the proliferation of teacher-training colleges. But the promise of both these trends is vitiated, and even nullified, by lack of teaching materials, particularly textbooks, and by the poor quality of the materials available.

Education is free in all of Perú's "official" schools and the emphasis on "free" grows--but this does not apply to textbooks. The Office of Education 1964 report, "Education in Perú," says that "Public elementary school children receive textbooks and school supplies free of charge." We did not find this to be true, except on a very limited experimental basis, although it may be the ultimate intention. There is presently no budget to provide free books. The organic law of education (1940) states that no pupil shall suffer because of his inability to buy books or other teaching materials, but this has not always been the case.

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* There are 21 "gran unidades escolares," (one in each province) mostly begun during the late '40's and early '50's. These are more or less comprehensive consolidated schools which include a secondary common school, an industrial polytechnic, a commercial school, an agricultural school, and often an elementary school. Each school, in practice, appears to operate more or less independently, although each "gran unidad" has a director.

For a good description of education in Perú, see:
Education in Perú, U.S. Office of Education, Government Printing Office, 1964.

For detailed analysis of Peruvian educational problems through 1965 and projection of educational needs through 1980, see:
Desarrollo Económico y Social, Recursos Humanos y Educación, Instituto Nacional de Planificación, Lima, June 1966.

Other books and materials appear in the bibliography.

Statistics on publishing are not easy to find in Perú. We were fortunate to have Sr. Andrés Carbone, director of the important bookstore and publishing network "Studium", mark up his catalog to indicate the 1965 print orders for primary and secondary school texts produced by seven leading publishers (Tables IX, X, XI, XII, and XIII).

Assuming all these books were sold, and noting that a substantial proportion were sold to pupils in private schools where parents are more affluent, this would still mean that fewer than one reader or "enciclopedia" was printed for every two pupils. (The "enciclopedias" are intended to touch on all topics a pupil will encounter in a given grade.)

In specialized subject areas for the elementary school, less than one text was printed for every 10 pupils; in history and geography together, only 40,000 texts were printed and these were confined to Peruvian history and geography. No science texts were printed.

At the secondary school level (there were 380,000 students enrolled in 1965, including secondary technical schools), the problem seems to be the quality and price of the books more than the quantity. A total of 828,000 textbooks in major subjects was printed; that is, a little more than two books for each students. (Table X). Often, these books are little more than outlines of information and not teaching tools.

The famous "copias" system with which Latin American universities and secondary schools are afflicted, and which is the enemy of book reading, is still dominant in Perú; but it appears to be slowly weakening. Under this system the teacher lectures from notes he or a classmate made in a course he took years ago. One or more of his students, with more than average "vivo," makes notes on the lecture, mimeographs them and sells them for a few cents to others in the class. The notes are then fed back to the teacher on examinations. No books are necessary except notebooks. As one foundation executive remarked to us, "Gutenberg might never have been born." Happily, the "copias" system is giving way to a more "activist" program of study. For example, the Secondary School Directorate of the Ministry of Education is encouraging "directed" studies, which involve much more book-reading for both the teacher and the student.

At both the primary and secondary levels the quality of the product falls far short of desirable standards. The books are not prepared in accordance with a curriculum-building plan, or a theory of learning, but rather on the opportunistic decision of an author. Nor are the authors necessarily subject specialists; we were told of a chemistry text which was written by a lawyer who thought he saw a market for a chemistry text (or as someone suggested cynically, "because he knew someone in the Ministry"). The books are not well designed or well illustrated, and many are manufactured so poorly, using newsprint paper, that they are unlikely to survive by more than one person.

Hard-Cover Books for Free Loan

Books printed on durable and attractive paper and bound in hard covers for lasting life may be cheaper in the long run than the cheap newsprint paper-bound textbooks now used. The better quality textbooks would be more attractive and more effective as teaching tools, and they would have up to a five year lifespan before they would have to be replaced because of obsolescence. If the Ministry insisted on better quality texts, the initial cost would be high, but replacement costs for the next several years would be much more modest. However, a system to assure that the texts are returned to the school and reloaned the following year would have to be set up, and this would require a certain amount of administrative infrastructure.

A high official of the Ministry of Education told us "the making of textbooks in Perú has been strictly commercial--designed only to make money--and this has led to the creation

TABLE IX

PERUVIAN PRIMARY SCHOOL TEXTBOOKS - 1965 PRINTING

(Based on figures prepared by Andrés Carbone)[a]

"Enciclopedias" (Comprehensive textbooks covering different subjects)

1.	94,000	Editorial "Bruño"
2.	114,000	Editorial "F. T. D."
3.	8,600	Editorial "Salesiana"
4.	296,000	Ediciones "Antonio Lulli"
5.	53,000	Various authors[b]
6.	565,600	Total[b]

Readers and Spanish Language

7.	60,000	Editorial "Bruño"
8.	10,000	Editorial "Bruño" (elementary Spanish)
9.	165,000	Editorial "F. T. D."
10.	104,000	Editorial "Salesiana"
11.	339,000	Sub-total
12.	715,000	Ediciones Coquito[c]
13.	1,054,000	"Enciclopedias" and Readers - Total

Mathematics

14.	55,000	Editorial "Bruño"
15.	20,000	Editorial "Bruño" - Arithmetic Workbooks
16.	30,000	Editorial Colegio Militar "Leoncio Prado" Arithmetic Workbooks
17.	55,000	Total Math textbooks (not including workbooks)

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[a] Sr. Andrés Carbone, Director of "Librerías Studium," a prominent Peruvian book distributor, made available a list of 1965 printings of Peruvian textbook publishers. Sr. Carbone's list was by publisher. We have here tabulated his figures by subject matter.

Note: Figures for several publishers --e.g. "Crisol," "Bayona," "Cultural," and "Field" were not supplied by Sr. Carbone, presumably because they were relatively unorganized.

[b] Figure includes 12,000 "enciclopedias" for evening school classes in an elementary grade y.

[c] Identified by Sr. Carbone simply as Ediciones "Coquito," without any breakdown for separate items in their catalog. This publisher's list includes a wide variety of materials; but most of them seem to be low-priced pre-primers, readers, pamphlets, workbooks, and the like, a mixture of items compared to popular children's books in the United States and elementary school readers.

English

18.	50,000	Editorial "Bruño" (a sequence for five years entitled "Jim and Mary")

Geography and History [d]

19.	40,000	Editorial "Bruño"

Specialized Textbooks Total - Secular Subjects

20.	1,199,000	(including readers) [e]
21.	145,000	(excluding readers) [f]

Miscellaneous Workbooks - Secular Subjects

22.	300,000	Penmanship - "Palmer Method" - Editorial "Bruño"
23.	25,000	Writing Notebooks - Editorial "Bruño
24.	50,000	Arithmetic Assignment Notebooks - Editorial "Bruño"
25.	5,000	Language Notebooks - Editorial "Bruño"
26.	380,000	Total

Religious Texts

Catechisms [g]

27.	300,000	Editorial "Bruño"
28.	192,000	Editorial "Salesiana"
29.	492,000	Total

Religious and Moral Education and Sacred History

30.	35,000	Editorial "Bruño"
31.	65,000	Editorial "Salesiana".
32.	100,000	Total

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[d] This figure of 40,000 includes 10,000 for history of Perú, 10,000 for a geography of Perú, and 20,000 for an "Atlas" of Perú and the world. Thus, history and geography texts seem limited in scope as well as in number.

[e] Line 11 + lines 15, 16, and 17.

[f] Lines 15 + 16 + 17.

[g] These are small inexpensive pamphlets.

TABLE X

"ENCICLOPEDIAS" AND READERS [a] FOR ELEMENTARY SCHOOL STUDENTS BY GRADE [b] IN PERU - 1965 PRINTINGS [c]

Grade	Number of Students - 1965	"Enciclopedias"	Readers[d]	Total	Number of Reader and "Enciclopedias" per Student	Price Range "Enciclopedia"[e]	Price Range Readers
1st	409,989	77,000	92,000	169,000	Less than 1 for every 2 students	34 - 40s	20 - 28s
2nd	307,069	87,600	52,000	139,600	Less than 1 for every 2 students	36 - 45s	21 - 30s
3rd	267,659	110,000	40,000	150,000	More than 1 for every 2 students	38 - 45s	24 - 24s
4th	215,208	136,000	35,000	171,000	Less than 1 for every student	42 - 55s	24 - 25s
5th	164,583	143,000	41,000	184,000	More than 1 for every student	46 - 60s	25 - 27s

[a] "Enciclopedias" are all-purpose texts covering several subjects. The "lecturas" or readers are apparently similar to U. S. elementary school readers. Availability of these texts provides a minimal measure of the availability of texts in general. As indicated in Table IX, only a small number of specialized texts in history, geography, mathematics, and English language were produced in Perú in 1965. Note that we have assumed that most of the items produced by "Ediciones Coquito" are not textbooks properly so-called. See [b] below.

[b] It will be noted that no figures are included for the "Transición" grade--the Peruvian first elementary grade. Sr. Carbone's figures show that 69,000 readers were produced for this grade in 1965. The 1965 enrollment for the "Transición" was 631,877. As was noted in Table IX, Note under footnote [a], 300,000 items from "Ediciones Coquito" were published for "Transición" grade in 1965. Price ranges for these items range from 4.50 soles to 28 soles. However, there are only four items out of 17 priced at more than 12 soles. It seems probably that most of the 3,000 were pre-primers, small workbooks in handwriting, arithmetic, etc. "Ediciones Coquito" printings for the other five grades are: 1) 150,000; 2) 85,000; 3) 80,000; 4) 50,000; 5) 50,000.

Table X Footnotes (Cont.)

[c/] Sr. Andrés Carbone, Director of the "Librerías Studium", a prominent Peruvian book distributor, made available a list of the 1965 printings of Peruvian textbook publishers. See Table for complete tabulation of primary texts and other printed materials produced according to this list in 1965.

[d/] Included in this figure are Spanish-language texts for grades one and two published by Editorial Bruño - 5,000 for each grade.

[e/] Peruvian sol is worth approximately four cents. These are list prices.

TABLE XI

TEXTBOOKS BY MAJOR SUBJECT[a] AND GRADE - PERUVIAN SECONDARY SCHOOLS
1965 PRINTINGS[b]

Grade	Spanish	History, Geography, and Other Social Studies	Mathematics	English	Natural Science	Total
1st	40,000	65,000	61,000	22,000		188,000
2nd	45,000	73,000	49,000	18,000	33,000	218,000
3rd	38,000	14,000	37,000	16,000	50,000	155,000
4th	19,000	4,000	48,000	10,000	62,000	143,000
5th	17,000	40,000	21,000	14,000	32,000	124,000

[a] Texts in Music and Religion not included in this tabulation.

[b] Sr. Andrés Carbone, Director of "Librería Studium."

TABLE XII

SUMMARY OF PERUVIAN TEXTBOOK PRODUCTION (PRIMARY) - 1966 [a]

Levels	Bruño		F.T.D.		Salesiana		Coquito		Antonio Lulli		Autores Particulares		Totals	
	Titles	Copies[b]	Titles	Copies	Titles	Copies	Titles	Copies	Titles	Copies	Titles	Copies	Titles	Copies
Transition	3	55	6	10	1	4	15	300	-	-	-	-	25	369
1	4	40	2	27	2	51	20	150	1	35	-	-	29	303
2	4	40	2	27	3	32.6	7	85	2	45	-	-	18	229.6
3	5	48	2	50	3	26	8	80	2	50	1	15	21	269
4	7	53	2	50	3	22	9	50	2	72	1	18	24	265
5	7	53	2	45	3	28	10	50	2	82	1	20	25	278
6	-	-	-	-	-	-	-	-	1	12	-	-	1	12
Special Purpose and Multiple Grade Items	17	715	2	45	6	220	10	50	2	82	-	-	37	1,112
Totals by "Editoriales" Publishers	47	1,004	18	254	21	383.6	79	765	12	378	3	53	180	2,837.6

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[a] Approximately 80% of the total textbook titles published in Perú, and about 90% of all volume.

[b] By thousands of copies.

TABLE XIII

SUMMARY OF PERUVIAN TEXTBOOK PRODUCTION (SECONDARY) - 1966 [a]

Levels	Bruño		F.T.D.		Salesiana		Leoncio Prado		Autores Particulares		Totals	
	Titles	Copies [b]	Titles	Copies	Titles	Copies	Titles	Copies	Titles	Copies	Titles	Copies
1	8	62	2	40	2	4	6	121	7	101	25	328
2	4	23	2	40	2	2	9	177	6	80	23	322
3	6	29		25	2	2	8	126	5	54	23	236
4	5	29	2	19	-	-	11	104	2	20	20	172
5	6	24	3	19	3	7	2	20	2	21.5	16	91.5
Special Purpose and Multiple Grade Items	-	-	-	-	2	2	8	55	5	72	15	129
Totals by "Editoriales" Publishers	29	167	11	143	11	17	44	603	27	348.5	122	1,278.5

[a] Approximately 80% of the total textbook titles published in Perú, and about 90% of all volume.

[b] By thousands of copies.

of books that are catastrophically bad." He described the primary grade "enciclopedias" as "sheer nonsense and a shame."

Text Publishing in Perú

Publishing in Perú differs markedly from publishing in the United States and differs greatly in textbook production. Textbook editing is not a profession in Perú; there are no professional textbook staffs.

Typically in the U. S., a new textbook, or a new textbook series, evolves from a decision by a publisher and his textbook editors that a market exists for a new kind of text. The editor, usually himself a former teacher, develops a plan in collaboration with curriculum experts. A writer is commissioned, and presently designers and illustrators are assigned. Teachers' guides and workbooks to accompany the main product are prepared. When the book or series is printed, it moves into competition with other well-thought-out textbooks. Throughout, the publishers provide the capital.

In Perú, a new textbook or series typically originates with a writer, usually (but not always) a writer who has considerable knowledge of the subject. The writer negotiates with a publisher, or perhaps directly with a printer. He may even himself deal with the bookstores. He may even contribute to costs, perhaps by foregoing his first year's royalties. (In Perú authors' royalties are higher than in the United States and are usually 20 to 33 percent; if he has "good connections," the writer may earn a lot of money.)

Authors' contracts are for one edition only (usually signed in May for the school year beginning the following March), and the author of a successful book may switch to another publisher for a higher royalty. This arrangement limits any possibility of a large investment on the part of a publisher. Throughout, no professional editors or textbook craftsmen are available to guide and help the author. Since the publishers' financial resources are apt to be slight, the venture is personal for the author.

The Publishing Infrastructure

The above problems are balanced by a number of positive trends in the textbook industry in Perú. Until the mid- and late 50's, practically nothing was published commercially in the way of textbook material, and now there are at least the "enciclopedias" for each of the elementary school grades and usually one or more textbooks available for each of the secondary school areas. There are several large publishing houses, including Lulli (mostly elementary school "enciclopedias"--the idea was originated by the firm of Lulli in the 50's), Studium, and Bruño. In addition, the Leoncio Prado Military School Press, nominally under the Ministry of Education and operating as an independent printing publishing house, issues a sizeable number of textbooks, largely in the secondary school area.

With the obviously increasing market for textbooks, new ventures are being considered by commercial publishers, and one development is of great interest. This is the creation in 1966 of a new publishing company which is designed to become the first real textbook publishing firm in Perú. The principal partners in the new company include Gustavo Ponsmuzo, Perú's foremost history textbook author (secondary level), Rubén Romero Méndez (the foremost secondary math author), Benazides Estrada (Perú's foremost geography author), Carlos Salazar Romero and Boris Romero (distributors of school books), Andrés Carbone (representing Studium), and José Muñoz (representing Inca distributors).

The new publishing house is capitalized at the 14 million soles level. It is now called Editorial Universo, and equipment is arriving in Perú (sufficient to print 30,000 books a day), a location has been selected, and rights have been purchased of 20 popular textbooks already, including the most popular elementary school encyclopedia, Venciendo, originally published by Lulli. One of the partners, Salazar Romero, was on a tour of the United States in November when we were in Perú. He was collecting ideas for new textbooks on that tour and studying textbook operations in the United States.

The prime motivation for the creation of this company seems to have stemmed from a concern on the part of the more popular textbook authors that they keep the profits to themselves. Thus, the authors are major shareholders in the new company. However, with the variety of competencies being assembled by the new company, it is likely that innovative approaches to textbook publishing will be an outcome of this effort. The new firm, of course, must operate in the context of publishing and of education in Perú; and the new firm will have the usual problems inherent therein. For instance, the curriculum of the Ministry is likely to change overnight, thus making textbooks suddenly obsolete; the Ministry does not buy large quantities of books for distribution, thus books can be made available only to students who can afford them; and, in general, the notion of what makes a good textbook is rather limited.

Certainly, the new publishing house will be a heavy competitor to others now in the business. Many of the publishing houses described in the section on book publishing and which occasionally handle textbooks will likely find that authors will withdraw their contracts in favor of the new organization, if the author can become a shareholder in the company as well as a contractor with it.

This may affect the publishing house within the Leoncio Prado Military School (thus nominally within the Ministry of Education). Located on the outskirts of Lima, this printing press and publishing house was set up in 1966 with a capitalization of 80,000 soles and has grown ever since. About 70 textbook titles have been published by the Press, mostly at the secondary level; and 800,000 copies a year are produced on the average. The Press estimates that at least half of the secondary books used in Perú are published here.

Again, authors approach the Press when they have a manuscript which they believe should be published. This manuscript is reviewed by committees made up of teachers at the Military School, and if the book conforms to the official Ministry of Education program, uses appropriate methodology and states the facts correctly and uses correct grammatical style, it is likely to be published. The Press often puts out two or three titles for one subject matter, and thus is often competing with itself. There are competitive titles in philosophy, math, English, and physics; and 4,000 to 5,000 is the smallest edition, usually for the fifth level of secondary school. Twenty to 40 thousand copy editions are not unusual for the first year of secondary school.

The Press is self-supporting and it operates on a kind of revolving budget, with no subsidy from the Ministry of Education. The Military School within which it operates comes under the Ministry of Education and the Ministry of Defense, but it is a national secondary school only and does not prepare students for service in the armed forces. There are military academies which take students from any secondary school who wish to receive military training, although graduates from this school may have a slight edge if they apply for a military academy.

The above efforts are illustrative of what appears to be a lively recent interest in textbook work in Perú. It would appear to the team that there are at least some books for every grade level and every subject, although there are no individual books for subject areas at the elementary school (the encyclopedias combine everything for one year). What probably is needed in the future is not investment in printing presses; but rather a clearer Ministry policy on free distribution of textbooks, standards set by the Ministry of Education to encourage the availability of better textbooks, and technical advisory help for both the

Ministry and commercial publishers to help them set up editorial services to assist authors in their efforts to create better teaching materials.

The Role of the Ministry of Education

Unlike the U. S., Perú has a centralized system of primary and secondary education, with its Ministry of Education having jurisdiction over all schools, both public and private. This central control could be an advantage in textbook development. But Perú has not exploited the advantage. The Ministry of Education maintains four "textbook commissions," one for primary grades, one for secondary common, one for secondary technical, and one for normal school with subdivisions for each subject (see Appendix for lists of current members of the elementary and secondary commissions). Approval by the commission is required for some subjects, notably history, geography, and civics, where national interest is considered to be involved (see Appendix for lists of currently approved secondary books). In most subjects, approval may be sought but is not required. But approval is based on content, never on technique. And the spirit is one of "no objection--nihil obstat." The commissions are certifying agencies.

Thus, a great opportunity is missed. The great opportunity, it seems to us, is to convert the textbook commissions into positive, creative agencies which will take responsibility for translating curriculum planning into textbook planning and take responsibility for setting textbook standards. To this end, it seems to us, AID should consider offering to reconstitute that part of SECPANE which dealt with textbooks, but on a new basis. On this new basis U. S. loans would make available to the Ministry, as consultants and advisers, the editors and other craftsmen required for a complete textbook program. Several editorial consultants and several curriculum consultants would be necessary for a period of five or more years. But control and responsibility would rest clearly and wholly in the Ministry.

It is not our thought that the Ministry itself should print the resulting textbooks; or that it should write, edit, illustrate, and design the books over a long period of years. We feel that much of this work can be better done by private publishers (or by the self-supporting Military School Press), after the initial models have been completed. We suggest that private publishers be invited to provide counterparts to the Ministry's technical staff. The later award of publishing contracts can rest in part on the qualifications of the personnel of the private publishers. For the indefinite future, however, the Ministry should determine the general program and lay down the specifications, provide technical help to authors and publishers, and perhaps set maximum prices. In this way, the strength of the current textbook industry can be built upon; and there will be a "multiplier" effect to any attempt to provide technical assistance to the textbook industry.

If a "Textbook Directorate" were created in the Ministry, working with the four textbook commissions, it should be possible to tie in with commercial publishers, perhaps through the Chamber of Books, through IPAE, and /or through the Association of Textbook Publishers (a group of six of the larger textbook publishers, Mariategui y Olivar, President). National Science Foundation funds of curriculum study committees would be formed, the teaching materials thus developed being farmed out on bid. Many other kinds of developmental activities could be funded.

Another result of positive and purposeful planning could be the reduction of the uncertainty which now plagues publishers. Authors, printers, publishers, wholesalers and bookstores alike told us that courses of study are changed by the Ministry of Education frequently and often without prior notice making it impossible to make heavy investment in a new series with the idea that they will produce income over a period of years. Often in one month courses will change entirely, especially when a new government or a new Minister is installed.

We do not believe the Ministry should manufacture books. It has been argued that the Ministry needs printing plants for textbooks, and we understand $500,000 has been suggested for this in the proposed AID loan. We feel the test-run printing can be contracted out readily (even though the Military School Press is under the Ministry) and the $500,000 can be better used in other ways. The old SECPANE printing operation in the Ministry should be allowed to continue as is, a kind of office services unit that does reports and the like on its small office offset machines. Perú has a good base for a lively textbook industry. The local industry already produces 90 percent of all texts used in primary and secondary and at least one new venture, with competent personnel and adequate capital, is in formation.

A truly national long-range textbook program for primary school books would call for purchase by the Ministry and production by publishers of so many scores of thousands of books that private publishers can be expected to bid, and to bid low, for the right to prepare and manufacture the books and to sell them to the Ministry. Similarly, if they know they must meet standards set by the Ministry, they will collaborate with the Textbook Directorate, which is attempting to develop standards and to offer assistance to the publishers.

It seems clear to us--as it does to almost all of the educators of Peru whom we met--that no adequate or equitable program of textbooks, especially for the transition year and the first five grades, can be developed unless the books can be made available to all pupils without charge. It is conceivable that a very small monthly rental fee might be required. But the government, which has progressively moved toward free education, must assume the responsibility. The added burden need not be onerous; it would total much less than the cost of the increases in teachers' salaries in recent years.

We estimate that each pupil could be provided with five books in each grade (in graded series, by subject) as a cost of less than 40,000 soles per class of 50 pupils. This is less than 10 percent of the salary of the teacher and, it could have the result of doubling the teacher's effectiveness. From a cost-benefit point of view, this investment could be more significant than any other educational investment alternative open to Perú today. Cost can be held down if the books are distributed to schools for loan to pupils rather than given directly to the pupils, and if the books are made durable enough to last for several years. At present, distribution is entirely through bookstores.

We urge that, in the formulation of the proposed AID loan to the Ministry of Education, consideration be given not only to strengthening the Ministry's textbook commissions but to sharing the initial cost of the manufacture and distribution of textbooks for the primary grades. AID or other loan assistance could be furnished to the Ministry, on a declining matching basis, over a five-year period. The possibility of securing "third party" contributions during the critical period; for example, contributions of paper from Scandinavia, should be explored. We hope and believe (and we have been assured by responsible political leaders) that once such a program is launched, its benefits will become so self-evident that the Congress and the people of Perú will insist on its continuance.

Regional Planning

At the level of the secondary schools the primary problems are the quality and the price of books. Students would prefer to use textbooks rather than the traditional "copias" notes--if they could afford the books. We found a growing interest in the development of school libraries to include multiple copies of needed books (see section on Libraries), and in experiments with rental libraries. But can prices for individual purchase be brought down? One way is through the production of editions much larger than at present.

And one way to insure larger and more economical editions is through the development of "regional" texts which would be used in several Latin American countries. The head of the Inter-University Council spoke of a joint planning among university presses in several countries to produce texts of common interest. The same principle conceivably could apply at the secondary school level (except in such "political" fields as history and geography) and in vocational education.

One way to solve several problems simultaneously would be through encouraging U. S. publishing houses to enter into joint projects with Latin American publishers, perhaps under joint ownership. Such combinations could have available the highly developed technical skills of U. S. companies. The difficult credit problems Peruvian publishers labor under--interest rates are as high as 20 percent a year--might be eased. And the path to a system of international distribution in the Spanish-speaking countries, based on sizeable print-orders, might be opened.

The AID has for some years maintained a program of investment guarantees to U. S. manufacturing companies willing to conduct operations abroad, preferably in joint enterprises. These guarantees have been limited to losses due to nonconvertibility of currency, expropriation, war and insurrection; and there is no record that such guarantees have yet been made in the field of publishing. These contingencies are unrealistic when applied to Perú. We suggest consideration be given to a wider kind of investment guarantee in the field of publishing, a system extensive enough to encourage U. S. publishers to put fresh resources into Perú and other Latin American countries.

BOOKS IN HIGHER EDUCATION

University student population in Perú has been increasing rapidly during the past several years. There were 30,460 students enrolled in higher education in 1960 and 50,027 enrolled in 1964, an increase of 64.2 percent in four years. Estimates by the Inter-University Council indicate the 1966 enrollment was above 64,000. Discounting university population, student enrollment at other levels rose only 43.8 percent from 1960 to 1964. There are about 50 students at other levels of education to one university student, although this ratio is diminishing slightly (Table XIV).

There are about 32 universities in Perú. An exact accounting is dependent on the classification of professional or specialized institutions such as the school of Social Work. (There are only eight having enrollments of more than 3,000 students and over 16 enroll less than 1,000.) There are seven full-fledged private universities, the rest being public universities where there is no tuition. The greater percentage of students attend public universities, with the result that public universities have an extensive curriculum.

Universities in Perú are autonomous as a result of a 1960 university law applying to private as well as to national institutions, and stipulating that each university have a governing body (Consejo Universitario), made up of one-third professors, one-third administrators, one-third students, and two non-voting alumni. The Consejo determines general policies and regulations for the university. Each faculty (school), however, retains a great deal of autonomy. Co-gobierno (co-government), the name given to this student participation in university government, has become a very strong force within the university structure throughout Latin America.

Peruvian universities aim generally toward specialization. As a result, secondary graduates usually apply for admission to a specific professional program. The possibility of increased basic studies programs (whereby all students pass through one or two years of a common liberal arts program) is likely, and a provision of the new university law being drafted by the Peruvian Senate states that all universities must have at least one year of such a program. Entrance requirements state that the student must be at least 17 years of age and must possess an official secondary school certificate; he must also successfully complete an entrance examination. Some universities require a one or two-year preparatory course before admittance will be granted in certain programs.

The appropriation for higher education is recommended by the Ministry of Education. There is no tuition in university work in national universities; this has been established by law. Because each university has limited funds available, the bulk of the budget for public institutions comes from the government. The fact that university salaries tend to be low necessitates to a large extent part-time faculties. Private universities, however, do charge tuition as well as receive government subsidy.

The university year consists of nine months and is divided into two terms to facilitate examinations. The most common grading system runs from "1" through "20", with "11" as the passing grade. Degrees and titles can be granted only by legally constituted universities. Private institutions must meet requirements specified by the Ministry of Education.

TABLE XIV

GROWTH OF THE TOTAL SCHOOL POPULATION ENROLLED IN SPECIFIC LEVEL OF EDUCATION, 1960 - 1964 [a]

Year	Total of all grades		Total of University level		Total of other levels	
	Number	Index	Number	Index	Number	Index
1960	1,728,032	100.0	30,460	100.0	1,697,572	100.0
1961	1,855,280	107.4	34,556	113.4	1,820,724	107.2
1962	1,936,030	112.0	38,876	127.6	1,897,154	111.7
1963	2,370,748	137.2	45,428	149.1	2,325,320	137.0
1964	2,491,571	144.2	50,027	164.2	2,441,544	143.8

RATIO OF UNIVERSITY POPULATION TO THE TOTAL SCHOOL POPULATION

Year	Scholastic	University
1960	55.7	1
1961	52.6	1
1962	48.8	1
1963	51.1	1
1964	48.8	1

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[a] Configuración Descriptiva de la Universidad Peruana, Aspectos Cuantitativos, 1960 - 1964, Boletín Estadístico No. 2), Oficina Nacional Inter-Universitaria de Planificación, Lima, Perú, June 1966.

Certain trends in enrollment are significant both from the point of view of intelligent manpower planning and of establishing significant book needs by curriculum area. For instance, those enrolling in Faculties of Education have increased in number more than those enrolling in other areas of study. From 1960 to 1964, enrollment in education grew from 3,189 to 10,388. In 1960, the education enrollment was 10.46 percent to the total university student population, but by 1964 this had grown to 20.76 percent (Table XV).

Enrollment in humanities (including administration, law, letters, journalism, theology, arts and sciences, and related fields) continues to have more enrollment than any other field, but is growing at a lesser percentage. In 1960, there were 15,599 students enrolled in Humanities and in 1964, 22,698. In 1960, students in this area made up 51.08 percent of the total university population, and in 1964, only 45.37 percent. However, combined enrollments in Education and in Humanities still total about two-thirds of all university enrollment in Perú.

Enrollment in medicine is practically stationary. In 1960 there were 3,631 enrolled in medicine versus 3,842 in 1964. Thus, 11.92 percent of the total university student population was enrolled in medicine in 1960 versus 7.67 percent in 1964. This low enrollment perpetuates the scarcity of doctors in Perú. There is only one doctor per 18,000 inhabitants, and in some rural areas only one per 30,000 (versus the international recommendation of one per 1,000 inhabitants). Even of those doctors trained, one in four leave Perú for posts elsewhere.

Sciences, including biology, pharmacy, biochemistry, geology, mathematics, veterinary medicine, fishery, and chemistry, have grown very slowly during the past several years. In 1960 there were 3,309 students enrolled in sciences versus 4,266 in 1964. Ten-point-eighty-six percent of the student population was enrolled in this field in 1960 versus 8.52 percent in 1964.

Engineering, including all of its specialities, has had a growth more rapid than the total university student population in general. From 1960 to 1964 engineering enrollment jumped from 4,772 to 8,833. From 1960 to 1964 engineering's percentage of the total student population jumped from 15.66 percent to 17.69 percent, and since 1961 has maintained more or less the same ratio.

Many more students apply to the University than are accepted. In 1964, 26,374 students applied and only 7,968 were accepted (Table XVI). In education and humanities, slightly less students, percentage wise, were refused admission than in other fields. Medicine refuses 84.2 percent of those applying, sciences 74.1, engineering 78 percent versus around 62 percent in education and humanities.

This tremendous growth in university population has brought with it a similar growth in teaching personnel. In 1960, there were 2,914 persons of the teaching staffs of the Universities versus 5,995 teaching personnel in 1964. The growth was especially marked in education, humanities, and engineering. Medicine grew slightly and sciences hardly at all (Table XVII).

There is some indication that the market for teachers may be coming saturated and that there should be more new places provided in the future in medicine and in the sciences than in education. Similarly, in terms of overall economic development, it is unlikely that humanities should continue to provide as many additional places in the future, if this is at the expense of other areas. Engineering, on the other hand, appears to be increasing at a reasonable level, although there has been little study of the proportion of specialties and comparative enrollment in each as compared to national development plans (Table XVIII).

TABLE XV

INCREASE IN THE NUMBER OF STUDENTS IN THE NATIONAL AND PRIVATE UNIVERSITIES BY AREAS OF INSTRUCTION, 1960 - 1964 [a]

	Total		Education		Humanities		Medicine		Science		Engineering	
Year	Number	Index	Number	Index	Number	Index	Number	Index	Number	Index	Number	Index
1960	30,460	100.0	3,189	100.0	15,559	100.0	3,631	100.0	3,309	100.0	4,772	100.0
1961	34,556	113.4	4,284	134.3	16,584	106.6	3,932	108.3	3,642	110.1	6,114	128.1
1962	38,876	127.6	6,403	200.8	17,733	114.0	4,036	111.1	3,841	116.1	6,863	143.8
1963	45,428	149.1	8,514	267.0	21,495	138.1	3,935	108.4	3,973	120.1	7,511	157.4
1964	50,027	164.2	10,388	325.7	22,698	145.9	3,842	105.8	4,266	128.9	8,833	185.1

PERCENTAGE

	Total	Education	Humanities	Medicine	Science	Engineering
1960	100.00	10.46	51.08	11.92	10.86	15.66
1961	100.00	12.39	47.99	11.37	10.59	17.69
1962	100.00	16.47	45.61	10.36	9.88	17.65
1963	100.00	18.74	47.31	8.66	8.77	16.53
1964	100.00	20.76	45.37	7.66	8.52	17.65

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[a] Configuración Descriptiva de la Universidad Peruana, Aspectos Cuantitativos, 1960 - 1964, (Boletín Estadístico No. 2), Oficina Nacional Inter-Universitaria de Planificación, Lima, Perú, June 1966.

TABLE XVI

UNIVERSITY APPLICANTS ACCEPTED AND NOT ACCEPTED, BY DISCIPLINE, 1960-1964 [a/]

		Applicants		Accepted		Not Accepted	
Discipline	Year	Number	%	Number	%	Number	%
Education	1960	794	100.0	488	61.5	306	38.5
	1961	1,103	100.0	704	63.8	399	36.2
	1962	3,417	100.0	1,582	46.3	1,835	53.7
	1963	3,629	100.0	1,357	37.4	2,272	62.6
	1964	4,689	100.0	1,772	37.8	2,917	62.2
Humanities	1960	4,979	100.0	2,382	47.8	2,597	52.2
	1961	4,721	100.0	3,540	74.9	1,181	25.1
	1962	7,462	100.0	4,156	55.7	3,306	44.3
	1963	10,062	100.0	5,204	51.7	4,858	48.3
	1964	10,320	100.0	3,854	37.3	6,466	62.5
Medicine	1960	1,956	100.0	178	9.2	1,778	90.8
	1961	2,030	100.0	410	20.2	1,620	79.8
	1962	2,366	100.0	439	18.6	1,927	81.4
	1963	2,788	100.0	485	17.4	2,303	82.6
	1964	4,049	100.0	641	15.8	3,408	84.2
Sciences	1960	3,118	100.0	976	31.3	2,142	68.7
	1961	2,495	100.0	885	35.5	1,610	64.5
	1962	2,961	100.0	1,108	37.4	1,853	62.6
	1963	3,056	100.0	1,120	36.6	1,936	63.4
	1964	2,315	100.0	599	25.8	1,716	74.1
Engineering	1960	1,458	100.0	455	31.2	1,003	68.8
	1961	2,927	100.0	660	22.5	2,267	77.5
	1962	2,805	100.0	1,133	40.3	1,672	59.6
	1963	3,275	100.0	906	27.7	2,369	72.3
	1964	5,001	100.0	1,102	22.0	3,899	78.0
Total	1960	12,305	100.0	4,479	36.4	7,826	63.6
	1961	13,276	100.0	6,199	46.7	7,077	53.3
	1962	19,011	100.0	8,418	44.3	10,593	55.7
	1963	22,810	100.0	9,072	39.8	13,738	60.2
	1964	26,374	100.0	7,968	30.2	18,406	69.8

[a/] Configuración Descriptiva de la Universidad Peruana, Aspectos Cuantitativos, 1960-1964, (Boletín Estadístico No. 2), Oficina Nacional Inter-Universitaria de Planificación, Lima, Perú, June 1966.

TABLE XVII

INCREASE OF TEACHING STAFF AND STUDENTS IN THE FIVE YEAR PERIOD, 1960 - 1964 [a]

Discipline	Year	Teachers		Students		Teacher-Student ratio
		Number	Index	Number	Index	
Education	1960	157	100.00	3,189	100.00	20.31
	1961	171	108.91	4,284	134.30	25.05
	1962	203	129.29	6,403	200.80	31.54
	1963	224	142.67	8,514	267.00	38.00
	1964	455	289.80	10,388	325.70	22.83
Humanities	1960	742	100.00	15,559	100.00	21.02
	1961	769	103.50	16,584	106.60	21.56
	1962	883	119.00	17,733	144.00	20.08
	1963	1,019	137.33	21,495	138.10	21.09
	1964	1,498	201.88	22,698	145.90	15.15
Medicine	1960	833	100.00	3,631	100.00	4.35
	1961	920	110.44	3,932	108.30	4.27
	1962	1,308	157.02	4,036	111.10	3.08
	1963	1,355	162.66	3,935	108.40	2.90
	1964	1,484	178.15	3,842	105.80	2.58
Sciences	1960	736	100.00	3,309	100.00	4.50
	1961	802	109.11	3,642	110.10	4.54
	1962	752	102.31	3,841	116.10	5.10
	1963	791	107.61	3,973	120.10	5.02
	1964	856	116.73	4,266	128.90	4.97
Engineering	1960	446	100.00	4,772	100.00	10.69
	1961	473	106.50	6,114	128.10	12.87
	1962	578	129.50	6,863	143.80	11.87
	1963	1,210	271.30	7,511	157.40	6.20
	1964	1,702	381.61	8,833	185.10	5.18
Total	1960	2,914	100.00	30,460	100.00	10.45
	1961	3,135	107.58	34,556	113.40	11.02
	1962	3,724	127.79	38,876	127.60	10.43
	1963	4,599	157.82	45,428	149.10	9.87
	1964	5,995	205.73	50,027	164.20	8.34

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[a] Configuración Descriptiva de la Universidad Peruana, Aspectos Cuantitativos, 1960-1964, (Boletín Estadístico No. 2), Oficina Nacional Inter-Universitaria de Planificación, Lima, Perú, June 1966.

TABLE XVIII

PROJECTION OF REGISTRATION IN THE FIRST LEVEL OF THE FIVE BRANCHES OF THE EDUCATIONAL UNIVERSITIES IN FIGURES AND PERCENTAGES TO 1980

	1964		1967		1970		1975		1980	
	Number	%	Number	%	Number	%	Number	%	Number	%
Education	2,400	25.00	3,200	23.02	2,300	15.75	2,100	11.48	2,100	8.64
Humanities	3,600	37.50	5,200	37.41	5,300	36.30	5,400	29.51	5,400	22.22
Medicine	700	7.29	1,100	7.91	1,500	10.28	2,400	13.10	3,600	14.82
Sciences	500	5.21	1,700	12.23	2,500	17.12	4,900	26.78	8,700	35.80
Engineering	2,400	25.00	2,700	19.43	3,000	20.55	3,500	19.13	4,500	18.52

Information taken from "Desarrollo Económico y Social, Recursos Humanos y Educación" de I.N.P. y O. C. D. E. (1965).

Source: Configuración Descriptiva de la Universidad Peruana, Aspectos Cuantitativos, 1960 - 1964.
(Boletín Estadístico No. 1), Oficina Nacional Inter-Universitaria, June 1966.

The 24 national and eight private institutions which are generally recognized as universities are members of the Inter-University Council (Consejo Inter-Universitario). The Council grew out of a three-year commission appointed in 1963 to collect quantitative data on universities and which formalized itself, by law, into the Council in June of 1966. The Council is supported on a 50-50 basis by the government and by the universities, and it now has a permanent secretariat headed by the immediate ex-Rector of the University of San Marcos. The President of the Council is the Rector of the National Engineering University. Any new universities established in Perú must have the approval of the Council.

The Council plans to continue to prepare and issue reports on the status of Peruvian universities, and hopes to assist in over-all university planning. The need for better teaching materials and related book activity (libraries, bookstores, etc.) at the universities has not escaped the attention of the Council; and the Survey Team recommends that a number of needs described later in this section be considered by the Council. There is talk of a possible Ford Foundation grant to provide technical assistance to the Council; and if this is forthcoming, we would hope that advisory help in the book and library area would be made available.

The Increasing Need for Books and Teaching Materials

The rapid expansion of higher education causes certain obvious problems. With the greatly increased need for teaching faculty, and with the various institutions growing larger and larger, there is urgent need to provide ways to improve and standardize the quality of instruction among various institutions.

Most university officials and many faculties recognize that critical factors in the improvement of instruction are the provision of better quality and quantity textbooks, availability of books to students, and the establishment of well stocked, well managed libraries. A number of efforts are being made in this direction by individual universities and by the Inter-University Council.

There are still pressing general problems, however that make activity of this nature slow. Each university operates autonomously, has its own curriculum, and will not accept transfer students from any other university. This makes it unlikely that a textbook developed and used at one university will be acceptable at another.

Second, there is great autonomy among the faculties at each university. Usually, the same basic courses required of students in various faculties will be offered by each of the several faculties (often as many as eight or 10), and there is no attempt to standardize either the course content or the textbooks. Accordingly, the market for any one particular basic text may be very small, even within one university, since several texts may be used for the same course.

There is much interest in the possibility of basic studies programs whereby the first one or two years of the university program will be a common one for students intending to enter any faculty. However, only two private universities (Catholic University and University of Trujillo) and one public university (University of Lambayeque) currently have basic studies programs. If such basic studies programs are encouraged at other universities (either voluntarily or under the new university law), and if the universities plan together through the Inter-University Council, it may be that agreements can be reached concerning curriculum and teaching materials to the extent necessary to increase the market at least for basic textbooks in these large-enrollment courses. The team would recommend that any aid to universities include provisions for assistance to this end.

Autonomy of individual faculties causes an additional problem in the library field. Often, individual faculties have their own separate libraries; and if there is a central university library, this may have little control over the faculty libraries. Purchasing procedures, budgeting, and cataloging are often in a state of chaos. The team would strongly recommend that substantial technical assistance in library work be offered by any university which is agreeable to help in this area (see section on Library Development in Perú).

At the large, more agressive universities (as noted below), there is increasing attention to the book and teaching materials problem. However, the large majority of faculty, as one informant put it, tend to act as though Guttenberg never existed. The traditional teaching method of university faculty assumes that all the students need to know will be presented in the form of lectures by the professor. Examinations are generally based on the series of lectures given by the professor.

Notes from these lectures have tended to serve the function of textbooks and their limitations are obvious. Accordingly, it is likely that as more good textbooks are prepared and made available, the teaching staff of colleges and universities must be trained in the use of textbooks in relation to the teaching process.

Attention must be given to the problem of creating full-time professors if the quality of education is to improve and if the preparation and use of good books in higher education is to become universal at any time in the forseeable future. At the same time, universities must provide laboratories and other research facilities for full-time professors so as to create the climate for publication of scholarly books.

Peruvian universities will not become truly book-conscious until there are good Spanish-language textbooks available at all levels. Book import figures and data from university faculty indicate that at least 80 percent of university textbooks are imported, and a large percentage of these are in English. The University of San Marcos Press is attempting to increase the preparation of Spanish-language textbooks, both locally written and translated; and this effort should be strongly supported both by technical assistance agencies and by the Inter-University Council. If the Inter-University Council can somehow encourage cooperative planning efforts between the University of San Marcos Press and the other universities of Perú, this may assure at least a somewhat increased market for San Marcos Press books and make possible a much more lively effort in the future.

In assessing book activities in higher education, the survey team visited five of the larger universities in Perú, the total enrollment of which makes up about half of the university student population in Perú. Case studies of each of these institutions follow.

Case Studies

University of San Marcos, Lima

San Marcos is by far the largest university in Perú and historically one of the most prestigious in Latin America. The 1966-67 enrollment totals about 17,000, approximately one quarter of the total university student population in Perú. It has 10 faculties which offer both academic and professional degrees: Law, Medicine, Letters, Sciences, Economic and Commercial Sciences, Pharmacy and Biochemistry, Dentistry, Education, Chemistry, Veterinary Medicine.

Sixty five percent of the 17,000 students attending this university do not work. Though all of the non-working students do not study full time, there is a growing trend toward full-time population. Similarly, there is a trend toward full-time teaching. In 1958, the University of San Marcos had only eight full-time professors out of a total of 1,500. In 1966-67, there are 400 full-time professors out of a total of 1,800.

In the school year 1966-67, the University of San Marcos received about 8,000 applications for entrance and accepted 1,600. Applications generally average three to four times more than the University can accept.

There appears to be a failure rate of about 20 percent of students among all the faculties; they fail twice and repeat, but cannot fail a third time and repeat. About 60 percent of all students entering finish their career.

The average student income at San Marcos is about 1,000 soles ($35) a month. Although students pay no tuition, they must buy their own books and provide their own living quarters and food. Accordingly, the University assists many students in providing student eating facilities where students can purchase a full meal for 50 soles (15 cents). Food subsidy is a substantial item in the University budget. The University of San Marcos currently has a basic sciences program (offered in the Faculty of Letters and Sciences) and is planning a basic studies program whereby all students take one year of a common program before specializing. San Marcos is taking the leadership in promoting a new University Law under consideration by Congress which will provide for at least one year of basic studies at all universities. The current Rector of the University of San Marcos is also President of the Senate and it is likely that this provision will appear.

If this regulation is made into Law, there should be an increased market for university textbooks--domestic and foreign. At the present time about 80 percent of university textbooks are imported and 20 percent are prepared in Perú.

With the greatly increased enrollment, foreign language requirements are becoming less stringent. Twenty years ago, students at the university level needed two languages, plus Spanish. Now only one foreign language is required and a very superficial knowledge is accepted. Accordingly, texts in foreign languages are becoming less and less useful at the university level.

There is currently a great effort at the University of San Marcos to increase library holdings and to improve library service. Experience to date has been that students are reluctant to use the library, perhaps largely because most of them are part-time, but at the same time many do not have the money to buy books. Thus, if students are to be encouraged to use the library, facilities must be efficient and attractive.

There are 13 libraries at the University of San Marcos, with about 350,000 volumes. There are supposedly 150,000 volumes in the main library. The projected goal is 1,000,000 books during the next several years.

Each faculty has its own library and although faculty libraries do not operate under the control of the main library, they each use card catalogs. Several faculties have more than one library. For instance, the faculty of Letters and Sciences has five libraries: geography, philosophy, anthropology, history, and literature.

The University hopes to prepare a union catalog of all books in university libraries and hopes to establish a new Association of University Libraries. University library problems are reasonably unique, according to the Rector and the new organization is designed to cater to these needs.

It is apparent that the University of San Marcos is developing international cooperation at the university level. The State University of New York is establishing an extension center at the University of San Marcos; San Marcos maintains a regional program in pharmacy, partly assisted by the Rockefeller Foundation, and the University has certain collaborative relationships with the Universities of Santiago, Buenos Aires and Montevideo.

University of San Marcos Press

The University of San Marcos established a printing press in 1952, but only within the past eight years has the press undertaken to publish textbooks and to become a university press in the true sense of the word. In 1959, the printing press was expanded using P. L. 480 monies; and the book publishing program was initiated in 1962.

There are some 100 books in the San Marcos University Press catalog and about 20 new titles a year are published. The University Press editor indicates that he has more good manuscripts in hand than he can handle in the near future.

Textbooks and academic journals receive number one priority. Reference books receive second priority, and supplementary books such as collections of readings are given third priority. Fourth priority is given to research publications of professors. Translations are made from several languages, and books from several countries are published.

However, there are more materials being published by Peruvian authors. Typical of reference books on Perú is a study of the vocabulary of Eastern Perú, Vocabulario del Oriente Peruano, 1966, 214 pages. A series entitled, New Science, (Ciencia Nueva) consists of a series of small booklets translated from the French, including a 37-page-booklet dated 1965 on the Origin of Experimental Biology, another with no date on the History of Hospital Buildings, and a third on Immunity, History and Method, no date.

The academic journals, issued by the Press, appear to be remarkably well done and many would appear to merit large exchange. Typical of the journals available is Documenta, journal of the Peruvian Society of History, No. 4, issued 1965, contains 797 pages, and is profusely illustrated. A second is the Revista de Sociología de la Universidad Nacional de San Marcos, Vol. 1, No. 1, July to December, 1964, contains 106 pages and numerous articles which would be of interest to sociologists elsewhere The Archivos del Instituto de Biología Andino, as of August, 1966, had been published for one year; and the four issues of Volume 1 are available.

Each faculty at the University of San Marcos publishes one or more journals through the University Press. Medicine has three journals. Each faculty has its own budget which it uses to order copies of its magazine printed and which it uses occasionally to pay for editions of textbooks and reference materials. The magazines and journals are usually issued in 1,000-2,000-copy editions and are mostly distributed on an exchange basis.

The Director of the University Press has complete responsibility for editorial matters. In addition to the Press Director, there is an Administrator of the Printing Plant.

San Marcos Press books are beginning to acquire a small market in other Latin countries, largely through the Inter-American Center for Academic books in Mexico, an organization originally funded by the Rockefeller Foundation, set up to facilitate distribution of such material. Their General Psychology by Russo has sold in Mexico and Buenos Aires.

Cooperative publishing efforts have been discussed with the University of Cali in Colombia and with the University of Colombia in Bogotá. With the closing of the University of Buenos Aires, the faculty of that institution have offered the publications program to the University of San Marcos Press. The Cuevo Calvas Institute of Linguistics in Colombia is also looking to Perú for help in book publishing.

Some eight or nine textbooks from the United States have been translated and issued by the University of San Marcos Press with USIA support.

In essence, the University of San Marcos Press is suffering the growing pains that could have been predicted in a country which is devoid of persons with technical skills normally associated with the infrastructure of publishing. For instance, there are no or very few technical proofreaders and none who work for the University of San Marcos Press full time. As in the cast of commercial publishing ventures, the University of San Marcos Press could profit greatly from technical assistance and training to help them staff up their editorial offices with the technical skills and competencies appropriate to a high-quality publishing firm.

University of San Marcos Bookstore

The University of San Marcos operates a bookstore in the center of Lima which maintains a good collection of textbooks and reference books useful in all the University faculties. About 80 percent of the books handled by the bookstore are imported, and these are sold at 30 soles to the dollar (representing a 10 percent markup to cover transportation costs), and students are given a 15 percent discount. The bookstore is planning to set up distribution centers at other universities, and this effort merits appropriate support.

There is a variety of significant materials available in Spanish translation, as well as a broad selection of English-language books, i.e. Skinner and the Cronbach basic texts in psychology; Wilbur Brookover's Sociology of Education - Spanish translation, published by the University of San Marcos Press in 1964, 80 soles (slightly more than $3.00; Spanish translation of "Social Sciences in Elementary Education," by John Jarolinek, University of Washington, published by the Editorial Paz in Mexico, 154 soles (approximately $6.00).

Even though there are large numbers of books available in Spanish translation, we cannot hope but wonder if there are not large gaps in certain areas and/or considerable duplication in other areas. The team would strongly recommend that AID and/or USIS fund a study of text materials available in Spanish at the higher education level, a study designed to assess the quality of materials available in the various curriculum areas and to assess the gaps and duplications which exist.

National Engineering University

The National Engineering University (Universidad Nacional de Ingeniería) is one of the most agressive universities in the country. Until 1955, the institution was technological and in that year it became a university.

The University consists of five divisons: Academic Affairs, Research, Economics, Administration, and Welfare. This organization stemmed from a University reform in August 1966. Under the Division of Academic Affairs comes the office of Educational Services, which includes the library, the academic registry which controls examinations and academic records, the data processing unit, and the museum.

The eight faculties of the University are: Architecture and Fine Arts, Petroleum Engineering, Mining Engineering, Industrial Engineering, Mechanical and Electrical Engineering, Mathematics and Physics, Sanitary Engineering, and Civil Engineering.

Approximately 4,500 students are enrolled at the University for 1966-67 compared with an estimated 3,329 in 1960. There are 30 graduate students in structural engineering, 60 in city planning, and 25 in mathematics. Five years ago there were only 200 new places in the University each year; each year since then there have been almost 700 new places.

Five years ago only 1,000 students applied for admission each year; in 1966-67 about 3,500 applied. Engineering entrance examinations are thought to be among the most difficult of the higher-level institutions in Perú.

With the current University reform having been approved in 1966, facilities are beginning to be centralized. No one has known exactly how many students there are at the University until this year, but there is now a centralized system with an IBM enrollment study having been completed in April and August of 1966.

The budget of the University was 22 million soles in 1961 and was 140 million soles in 1966. By 1980, the University will have a physical capacity for more than 10,000 students; but the University will need twice their current budget in order to handle that number of students.

The 1966 budget was reduced by 20 percent, as set by the Parliament, at the beginning of the 1966-67 year. Therefore, the University could not begin operations in April, as usual, since the budget would not have been sufficient to do a total year's work. After opening late, the Parliament increased the budget substantially; by this time, however, it was too late to offer as complete a program as should have been available.

One of the curriculum problems here, as at San Marcos, is that many of the same introductory and basic courses are taught in all faculties. This means that there may be six or seven students in one section and several hundred students in another section of the same course simply because students do not take courses in other than their own faculty. There is a move toward having the Department of Arts and Sciences offer a kind of basic studies sequence for the entire university.

The University is currently using an Inter-American Development Bank (BID) loan of $10 million for the construction of new buildings and dormitories. Next year, a new Arts and Sciences building will be constructed to handle 4,000 students. By 1980, one-fifth of the students will be housed in dormitories on campus--2,000 students of a total of 10,000 estimated enrollment by that time. There are only 260 resident students in dormitories at the present time.

New projects at the University include plans for a technological institute to prepare middle level technicians. UNESCO has provided one-third of the money for the building and has provided some foreign professors. This technical institute is part of the University but not part of the budget. The UNESCO budget and the government will finance the program during its initial development.

Other recent projects are a hydraulics laboratory built jointly with UNESCO support; a mathematics regional center for graduate students developed with assistance from the National Science Foundation; and the City Planning Institute, developed in cooperation with Yale University.

The number of professors with advanced training abroad is increasing (a third in physics have Ph. D.'s) as is the number of full-time faculty. The University feels that much more library facility and equipment is needed to encourage research among the full-time professors. As research equipment is available, this will make full-time teaching more attractive, and in turn will effect the publications program in that full-time professors will be able to publish more regularly. There are about 650 professors at the University, and about 140 of these are full or part-time.

Library

The main University Library has 100,000 volumes, up from 10,000 volumes in 1945. Space has been selected for a new library building, to measure 24 meters by 64 meters and to have three to four floors with a capacity of 300,000 volumes. BID loan money is being used for the building equipment and furniture, and $200,000 have been allocated for books during the next two or three years.

The University is short of professional librarians to prepare the purchase lists for books. There are only 14 librarians graduated each year from the National Library School and at least 70 percent are needed in Lima alone. Accordingly, the Engineering University is considering the establishment of a new library school. One of their university librarians is currently in the U. S. for master's training; and when this person returns, a new library school may be established with Ford Foundation help.

There are only three professional librarians in the main library and they can only classify about two-thirds of the books and periodicals which arrive each month. At least 3,000 reviews and exchange publications are currently backlogged because of lack of staff.

The University is considering the use of Library of Congress cards, thus cutting down on the time necessary to catalog the books. Also, the University would like to set up some kind of centralized purchasing system, to be used by all the faculty libraries as well as the main library; but this may or may not be possible in the near future.

There are eight faculty libraries, and each faculty receives a small library budget. Also, the Ford Foundation recently gave $80,000 for new books; and each of the eight deans has received $10,000 for books for their own libraries. Since there is no coordination with the Central Library, there is no record as to what books are being purchased with this money.

So far, there has been only modest technical assistance to the University on their library work. An advisor from the Agricultural and Mechanical School of Texas has assisted in the design of the new library, however, and this advisor visits Lima periodically on short-term visits.

Press

Under the new re-organization of the University (effective in 1966) the Division of Academic Affairs includes a University Extension Division, which in turn includes a University Press. The object of the University Press is to pull together all the publishing activities of the several faculties. The Director is a well-known Peruvian author and poet, Emilio Westphalen. In the editorial offices are two persons to assist the Director, one translator, and proof-reader clerk-helpers.

Each faculty issues its own bulletin besides the University bulletin. In addition, there are various specialized publications, such as one issued by the Graduate Mathematics Institute, and the University Amaru, review of sciences and letters.

One of the staff members of the University Press is primarily concerned with establishing contacts with foreign specialists in order to solicit articles, photographs, etc. for the Review of Sciences and Letters. The University Press hopes to use these contacts more in the future to establish exchange services.

The University also maintains a printing office and a small print shop under the administrative divison. This facility does not come under the University Press. The print shop operates as a job printer, although about 80 percent of its output is considered textbook material. Much more press equipment is needed if this plant is to produce good quality.

There is also a hookstore under the administration division which sells primarily materials published at the University, and which hopes to sell publications to other Peruvian universities and to other countries. To date, only Bolivia and Chile have ordered quantities of the University's publications. With the new University organization, it is hoped that the quality of publications will increase and a distribution system can be established to get wider readership.

In addition to the bookstore, there is a "book bank" designed to buy and sell new and used textbooks to and from students, largely foreign textbooks used in course work. The book bank has a number of arrangements to facilitate the purchase and use of books by students, including a textbook rental and a time-payment scheme. This was begun with a subsidy of $2,500 from the Ford Foundation, plus $2,500 from the University. The center is run by student leaders.

About 30 percent of the books used in University courses are prepared by the University, and 70 percent are foreign books imported. Many books being published by the University include translations of Italian and German books, especially in electrical engineering.

The selection of foreign books often changes rapidly. Professors will change textbooks from one year to the next, especially when more up-to-date books become available, and professors even in one faculty will often use different texts for the same course. This makes rental of books by the book bank somewhat difficult. Some faculties will agree on one book for each course, and occasionally agree on a two or three-year tenure for a book, but this is an exception.

We strongly recommend new and continued assistance on the part of international agencies to the various book-related efforts of the University, including the University Press, the University printing plant, the University bookstore, the University book bank, and the University Library.

National Agricultural University (La Molina)

The National Agricultural University is, in its own way, as agressive as the National Engineering School. Enrollment has increased from 743 in 1960 to around 1800 in 1966-67.

There are 220 full-time faculty members from the total of 300, one of the largest percentage of full-time faculty in Latin America. An average of 35 to 40 faculty are in advanced training programs abroad each year. There are 1,800 in the student body, of which 100 are in residence and 22 are graduate students. The formal master's program has just begun with the expectation that this will increase substantially in the future.

The University has six faculties: Agronomy, Animal Sciences, Agricultural Engineering, Social Sciences, Forestry, and Basic Sciences. Proposed faculties are: Fisheries, Food Technology, Agriculture Education and Extension, Home Science, and Veterinary Medicine. In addition, a government agricultural extension and research center is located on campus and maintains joint relationships with the University.

The University of North Carolina provides advisory assistance to the University, and Funds have come from a variety of international sources for development activity over the years. Programs currently receiving special help are: (1) Agricultural Economy and Rural Sociology, with technical assistance from the Rockefeller and the Ford Foundations; (2) Agricultural Engineering, with technical assistance under the U. N. Special Fund; (3) Forestry, with technical assistance under the U. N. Special Fund; (4) Agricultural Education and Extension, with technical assistance from the French Government; (5) Process Engineering Laboratory, with assistance from the Dutch Government; (6) Plant Physiology and Soils Research, with assistance from the Inter-American Institute of Agricultural Sciences (IIAS), which maintains its Andean Regional office on campus; (7) Graduate Program in Agricultural Communications, also with assistance of IIAS.

New programs in the University are largely developed on a decentralized basis. The department initiates an idea, which is reviewed by the Dean, and which then goes to a faculty committee; from there it goes to the Rector and to the Consejo (University Council), often with assistance along the way by the University Planning Department.

The intent of the University is to try to organize much as land grant colleges have done in the United States, each faculty to include teaching, research, and extension functions. A centralized academic coordination office is maintained to coordinate these activities. There is inter-faculty use of facilities, i.e., students in all faculties take the same basic math course.

Administrators and faculty members of the University indicate that one of the most significant major problems is the lack of good textbooks. There are some texts from Mexico, Spain, and Argentina, but these are expensive. In general, Spanish texts are more expensive than English equivalents. Accordingly, many professors continue with the "copias" system.

The University maintains a small publishing office which produces technical bulletins and reports of research work. It has a three-man staff but no printing plant. It is the hope of the University that this publishing office can be developed into a University Press and that more and more good teaching materials can be developed in cooperation with the faculty.

An example of one of the better series of publications already issued is a series on agricultural machinery prepared by the University publishing office and printed in Holland. This series costs an average of 100 soles (about $4.00) per title and each volume is from 200 to 300 pages in length.

The publications office is administratively under the Office of Administration and Finance Accounting. It handles its own promotion as well as the editorial function, and there is obviously a need for increased well-trained personnel and some technical assistance in developing the publishing office into a University Press.

The University receives a number of training fellowships from the Organization of American States, AID, Rockefeller Foundation, Ford Foundation, and European governments. They need more well-trained faculty in basic science, chemistry, physics, math, etc. The survey team would recommend that agencies funding training fellowships look also into the possibility of training textbook authors and editorial staff for the University Press.

The University maintains contracts with a consortium of mid-western universities, this arrangement financed by the Ford Foundation. Through this relationship, the University hopes to improve its library facilities and its basic science program.

Library

The library of Agrarian University has benefited from two grants from the Rockefeller Foundation. Seventy-five thousand dollars were first allocated for a three-year period, and $50,000 for a second three-year period. These funds were used in part to enter 250 magazine subscriptions. The library currently holds 7,000 volumes in total.

A new building is planned for a larger library installation which will unite the central library with the library of the government research station on campus.

Inter-American Institute of Agricultural Science, Andean Zone

Headquartered at the National Agricultural University is the Andean Zone of the Inter-American Institute of Agricultural Sciences (Principal headquarters in Turrialba, and San José, Costa Rica). For a number of years, the IIAS has had activities underway throughout Latin America to encourage the preparation, production, and distribution of worthwhile materials at all levels in the agricultural field.

For instance, during the '50's, the Institute ran the Scientific Interchange Service, which included the publication and regional distribution of all kinds of technical and research materials in the agricultural field. Similarly, the Institute has undertaken research and training programs to prepare agricultural extension agents in effective communications techniques.

Currently, the IIAS Andean Office is assisting the Agrarian University in the establishment of a Graduate Center for training and research in agricultural communications. A number of the professors in this new program have been trained in the U. S. and have received their Doctorates in communications research. To the team's knowledge, this is the first effort in Latin America to provide graduate training in this area; and the program should be supported to the fullest.

In addition, the IIAS runs a project on text and teaching materials, originally funded by the Kellogg Foundation. Kellogg monies were granted about nine years ago to set up a textbook fund to help professors in schools of agriculture to produce textbooks based on their own work.

This fund operates in one of two ways. Occasionally, the fund will subsidize a professor who wishes to develop a book in his field. The fund can provide up to $4,000 to be spent on pictures, photography, secretarial work, short trips to gather materials, or even to finance a short leave of absence for a month or two.

The fund also assists by actually publishing the book once it is written. Subsequent distribution is on a non-profit basis through the Inter-American Institute of Agricultural Sciences and its regional offices in Mexico City, Guatemala, Bogotá, Santiago and Lima. About two books a year are published by the Andean Zone, and the project operates on a revolving fund basis, occasionally replenished by the Institute when needed.

The intent of the project is to try to produce good books that can be used by the Universities throughout Latin America. Editorial direction is now broken down on a regional basis, with people assigned to the project in each regional office.

The IIAS maintains specialist advisory committees that review project ideas and manuscripts. Once the appropriate advisory committee approves of a manuscript or an idea, the editor in charge at the regional office assists the author in converting it into a book. Usually, the illustrations are provided by the author and certain corrections are suggested by the editorial office.

The editorial office contracts with printing establishments for the manufacture of the books and with the author on matters of royalty, and up to 4,000 copies are published. However, for a number of manuscripts, less are published; and the average edition is around 2,000 copies.

If the IIAS actually publishes the book it pays a royalty to the author and provides him certian free copies. Copies are then sold directly to the students at low cost through IIAS regional project offices. There are also agreements with institutions that purchase books at a discount for sale to students.

Bookstores and libraries receive a 40-percent discount if they purchase six copies or more. The price is the same in all countries, and a variety of promotional efforts are underway. Many receive books on consignment and pay three times a year.

The Survey Team was much impressed with the IIAS program to encourage the creation, production and distribution of good texts in the agricultural sciences. The scheme merits study as a strategy that might be used in other academic areas. And the IIAS might well expand the scheme, with additional financial support.

Catholic University, Lima

Catholic University in Lima is the largest private university in the country. It receives little government or church support and is not an official university of the Church. It is listed by the Inter-University Council as a "national university" as opposed to a "private university," indicating its prestige as a national institution, but it does not receive a federal operational budget allocation as do other national universities. Because Catholic University is a private institution not receiving government subsidy, most students pay tuition - about 10 percent of whom receive tuition-free scholarships.

There are about 4,800 students in the professional schools and another 1,000 students in extension courses. Two years of basic studies are offered (one of three such programs in the country), followed by specialized curricula in letters, social sciences, law, and education. An engineering school offers a five-year program and does not participate in the basic studies program. A number of technical school activities are affiliated with the University, including a journalism school. (Only three other journalism schools exist in the country--one at San Marcos, one at Trujillo, and one at Catholic University in Arequipa.) A number of special activities are conducted by the school, including anthropological excavations near Lima and a center for research on Spanish philology.

Faculty are largely part-time, although full-time faculty are added as the University can afford them. In the School of Engineering, 12 of the 46 faculty members are full-time; in the Faculty of Letters, 15 out of 110 are full-time.

Among the present projects of the University is the innovation in curriculum and method, which will involve placing students into groups of 25 for directed study and reading. This effort is dependent on the availability of textbooks.

Library

A new campus is being designed to be built on the road from Lima to the airport, and a library building is among the first to go up. The University has expressed a need for assistance in this area.

Expansion plans for the library include increasing the holdings (from the present 100,000 volumes to 400,000), participating in materials exchanges and use of microfilm.

Publications

Although this university does not publish textbooks, it has given financial backing to the Studium Bookstore and maintains a University Press for its publication, --an initial attempt in this area is a USIS subsidized project about to be issued-- and development of an educational television channel in Lima in partnership with other universities.

The almost total use of part-time professors and the large numbers of part-time students has led to a situation where neither students nor professors are particularly book-oriented and there is a real need to foster a book-based program. The approach should be two-dimensional: availability of textbooks must be ensured and the utilization of textbooks introduced in the teaching methods, perhaps through in-service faculty training.

University of Cuzco

The University of Cuzco has a long and distinguished history as one of Perú's prestige universities and is located in the heart of the Andean country where "land invasions" (a kind of violent agrarian reform movement) and similar activities have been centered. There are eight faculties at the University of Cuzco. The largest faculties are Education, Letters and Human Sciences, Economics, and Agronomy.

Approximately 4,500 students are registered in the University of Cuzco and of this number an estimated 90 percent come from low-income families. There is no tuition and fellowships are available to cover living costs. Only about 140 students, however, are provided with total scholarships of about 800 soles a month; a larger number get a kind of food benefit, whereby they pay only 250 soles a month for three meals a day. The current student population reflects the unrest of the region around Cuzco - dissatisfaction with the status quo.

The Rector of Cuzco University appears to be sincerely interested in academic reform and high-quality instruction, and he is attempting to influence innovations to that end. For instance, the curriculum now consists of yearly courses, with an examination each term. Students generally prepare for the examinations; and if they fail once, repeat the entire year. The Rector would like to see discrete one-semester courses with exams for each course. If a student fails the course, he would repeat only that.

He is also concerned that the University have an atmosphere which is conducive to academic study and work. He feels that this would be an influence toward attracting students toward academic achievement and away from constant political distractions. However, within the money allocated to the University, there is never enough money for book acquisitions, for proper laboratories, and for proper furnishings and other resources so that both the teachers and the students feel comfortable in their work. Similarly, the Rector wishes to move the University toward more full-time professors, but this will require more money for both salaries and for facilities to encourage those who would be interested in full-time appointments.

Library

The library collection is extensive and is second only to the University of San Marcos. One hundred thousand soles (slightly less than $4,000) a year are budgeted for buying new books within the central library. Most of the University's individual faculty have a library, with holdings of from 1,000 to 2,000, and about 50,000 soles is budgeted for each. There is no formal working arrangement between faculty libraries and the central library. A professional staff manages the main library whereas students handle the faculty or departmental libraries.

Certain faculties place a great deal of emphasis on text reading as a part of their course work. According to records kept by the librarian, students in the physical sciences use the library about five times as much as students in other areas. In one month there were 73 books borrowed by students in the physical sciences, versus five or six books borrowed by students in the social sciences.

There is no bookstore or cooperative where students can purchase supplies and texts. However, the University is organizing a "book bank" where books will be loaned for a small fee and can be bought at cost or on time payment. Student loans will be available.

Publications

University publications include faculty magazines, a university magazine and a student magazine. These publications provide some valuable information, but are poorly disseminated. The journals are distributed largely through exchange. There is a strong need for expansion through establishment of a University Press.

In summary, the team was not unaware of the various political problems that beset the University of Cuzco at the present time. However, we were impressed with the quality of leadership and it appeared to us that support of the efforts of the University of Cuzco to create a more book-oriented environment would be worthwhile. We recommend further study of possible ways of assisting the University of Cuzco. Also, if book-related activities become a part of the Inter-University Council's program, the University of Cuzco should be encouraged to be an active member in the program.

Books in Teacher Education

In Perú there are 83 government teacher-education schools, plus 35 private teacher-education schools, making a total of 113. All of these schools are post-secondary and consist of four years of training, plus one year of internship.

Most of the government normal schools are administratively under the Ministry of Education and receive their budget through same. However, several of the Superior Normal Schools have acquired a kind of autonomous stature, much the same as a university; and these schools receive their budgets directly from the Legislature. The larger normal schools prepare elementary, secondary, and technical school teachers and have demonstration schools administered in conjunction with the teacher-training program.

Enrollment in government normal schools has risen dramatically from 4,008 in 1960 to 14,718 in 1965. The number of government-supported normal schools has risen from 28 in 1960 to 71 in 1965, 23 of which are""superior normal schools;" in essence, they are larger and better supported. The number of normal school teachers has risen from 464 in 1960 to 1,454 in 1965.

These figures do not include enrollment in education specialties at the universities, and these have seen similar increase during the past several years.

In-service teacher education programs are run by the Ministry, primarily for teachers in the normal schools; and the normal schools, in turn, run vocation courses for in-service training. In November of 1965 and 1966, Teachers' College advisors and Ministry of Education officials convened a three-week workshop for normal school rectors and specialists in social studies, math, science, literature, language, art, music, and religion to discuss implications of the new five-year teacher-training program. This may evolve into an annual workshop where problems of teaching materials and textbooks can be discussed and recommendations and programs initiated.

There is a surplus of teachers for the number of openings. The rural areas, however, remain unmanned as they are considered to be undesirable. Therefore, there is still a shortage in some areas, in spite of the availability of trained teachers.

The Directorate of Teacher Education in the Ministry of Education indicates that it has in the past allocated an annual book-budget of $5,000 for each teacher training college. Recently, this has not been possible.

The Ministry maintains a permanent commission on curriculum, and recommends textbooks that should be used for teacher education. The Ministry to date has not produced any teacher-training materials. However, some of the normal schools do maintain offset and mimeograph machines and produce certain kinds of materials themselves.

There are two national pedagogical institutes, one for men and one for women, to prepare teachers for normal schools. Although we did not visit the school for women, the structure of the larger institute for men may be illustrative of both programs.

The Instituto Pedagógico Nacional (for men) operates several programs. The professional training program is a four-year post-secondary course and enrolls 700 students, about 400 of these preparing to be primary teachers and about 250 preparing to be secondary teachers.

In addition, there are two laboratory schools affiliated with the Instituto, a primary school and a secondary school. These schools are established for the purpose of observation and student teaching experience. However, there is increased interest in the possibility of using the schools for try-out of new types of teaching materials. Support and advisory help are needed to launch such a program.

A post-graduate program is also run by the school, one of these a four-semester (two-year) program leading to the degree "Profesor de Especialidad en Ciencias de Educación." Two groups have finished this post-graduate course.

A second post-graduate course is designed to prepare technical supervisors, and this runs for four semesters (two years) as well. There are 50 enrolled in this program. The faculty is comprised of 120 total - 30 of whom are full-time.

UNESCO, in cooperation with UNICEF, is working with both of these institutes and with 10 of the larger normal schools in a scheme designed to prepare more effective teaching and training materials. UNICEF has provided $200,000 for equipment, audio-visual materials, libraries, reference books for normal schools, and printing equipment; this budget is then supplemented with another $250,000 for 1967-69.

As a part of this program, a multilith, varityper, camera for plate-making, and other printing equipment has been installed at the National Men's Pedagogical Institute. The multilith was installed in July of 1966, and two magazines have been issued during the first six months. The print shop employs three persons plus one supervisor.

An editorial board is the decision-making body for this unit. Represented on this board is the director of the National Pedagogical Institute for Women, the director of the National Pedagogical Institute for Men, the Chief of the UNESCO Mission, the Chief of the UNICEF Mission, and the Director of Teacher Education for the Ministry. This press is to be used for the preparation of teacher-training materials to be distributed to teacher-training institutions throughout the country.

As of the moment, there is no long-term plan as to what the unit should be producing. The Survey Team recommends short-term workshops and other training courses in order to train the teaching staff in the preparation of texts and other teaching materials. The director of the National Pedagogical Institute for Men has indicated that he would like to introduce training so that those leaving the Institute to teach in normal schools would have the abilities to create teaching materials and texts, thus becoming authors to feed the publishing unit. A portion of this training could include the tryout of new kinds of teaching materials in the 10 normal schools cooperating with the Pedagogical Institutes in the UNESCO-UNICEF program.

At the same time, the Survey Team would recommend that the printing press at the Pedagogical Unit receive better operational support. Of the moment, the budget seems to be inadequate for the purchase of the sizeable quantities of paper needed for even pilot editions of materials.

Finally, a plan is under discussion to increase representation on the committee which runs this press. It has been suggested that the Committee include representatives of the larger normal schools in the country, and this would appear to be an appropriate step.

As for the other portions of the UNESCO-UNICEF program, other assistance agencies should collaborate with UNESCO in order to assure that the UNESCO-UNICEF support is well used. For instance, libraries in 10 normal schools and the two pedagogical institutes have received $2,000 to spend on library books plus a number of audio-visual materials. However, it appears that few of the normal schools have trained libraries and an adequate library system, nor do they have trained audio-visual experts and a system for storage and distribution of audio-visual materials. Operating budgets of the Ministry must provide for these kinds of services and special training programs must prepare people to operate them. Our understanding is that a specialist in teaching materials will be joining the Teachers' College team in the near future, and we strongly recommend that this person spend a portion of his time in examining these and related problems at the teacher-education institutions.

La Cantuta Normal School

One of the larger of the normal schools in Perú and one which has received the most U. S. technical assistance over the years is La Cantuta, about an hour's drive from Lima. Although not receiving major AID support at the present time, much equipment and technical assistance has been provided by AID in the past.

La Cantuta is one of the several normal schools which have acquired a kind of semi-university status. La Cantuta is autonomous and receives its budget directly from the Legislature. It is typical of a move to support one such large institution in each province. There is some feeling that the school is currently out of favor in the Legislature and is not as well funded as schools in certain other provinces; therefore salaries are directly affected.

La Cantuta trains both elementary and secondary school teachers and runs three "application centers," (laboratory training schools). These centers include a primary school with 247 students, a secondary school with 226 students, and an industrial school with 194 students.

Most students receive scholarships to attend the school, and, with the exception of clothes, everything is provided. However, there are few teaching resources for the students. When the team visited La Cantuta, we noted that a number of the books from the Regional Technical Aids Center in Mexico were being used by the professors, but usually only single copies were available. National Science Foundation science materials in a translation published by Reverte (Argentina) are available.

The library contained several thousand books, - many of which are outdated. A catalog card picked at random lists a book published in 1942 under the auspices of the WPA, A Guide to the Nation's Capital, New York, Hastings House (528 pages).

There is an audio-visual service which operates under one professor with one helper, and which has an annual budget of 9,000 soles (slightly over $2,000). This budget is supposed to cover maintenance, the film library, photographic services, including duplication of 35mm slides, the preparation of charts and graphs, the acquisition of new films, etc. A small film library of several dozen outdated films is maintained by the center and much of the equipment is not operable because it is in desrepair. Lack of funds forbids repair of the old and purchase of new equipment and films.

The faculty indicated that they would like to undertake project activity in the preparation of new teaching materials for use at the center and for use elsewhere, but they have no resources. Some years ago, UNESCO provided a technical advisor on the preparation of simple science materials, and the faculty would be very receptive to a similar advisor in the future.

The Survey Team found in the vist to La Cantuta confirmation of a fact of many technical assistance programs which is most discouraging. La Cantuta is considered one of the better institutions and has received substantial technical assistance and commodity support in the past. However, such support has been discontinued with little or no follow-through so that there remains but a vestige of programs which could have been remarkably successful.

The Survey Team strongly recommends that future technical assistance programs of the various bi-lateral and multi-lateral agencies devote a significant portion of their attention to assisting teacher-training colleges, such as La Cantuta, in efforts to prepare new kinds of teaching materials, to upgrade their libraries, and to escalate audio-visual efforts. At the same time, the Ministry of Education and the Legislature must recognize the need to budget for these services if the quality of teacher-education is to be maintained and improved. Finally, such efforts must be a part of a long-term plan, and not subject to abandonment after a flurry of initial fanfare.

A Book Development Plan for Higher Education

There are obviously a number of scattered and sporatic efforts to increase the availability and use of books in higher education in Perú (including teacher education). It is equally as obvious, however, that the government, the universities, the various teacher-training colleges, and the bi-lateral and multi-lateral agencies have never attempted to assess the totality of the problem in order to come up with a plan for book development and use which makes sense to all parties concerned. There are various schemes afoot for library development and the acquisition of library collections, for the development of teacher-training materials, for the development of book rental schemes and book banks at the universities, for the development of university presses and university textbooks, for regional collaboration among the various universities, for regional collaboration among normal schools within Perú, and even plans in the commercial book industry for improving its system of book acquisition and distribution to universities and normal schools. There have been no attempts to develop a consistent plan in this area, however; and no forum where all interested groups can plan together.

Certainly, there is no lack of national awareness of the need for improved teaching material and equipment. The National Planning Institute and the Organization for Economic Cooperation and Development (OECD) recently completed a study, reported on in Desarrollo Económico y Social, Recursos Humanos y Educación, which attempts to project manpower needs for the future and to suggest the nature of investment in various kinds of education that will be necessary to produce such manpower. It is suggested that one of the obvious needs is for increased provision and more extended use of new kinds of teaching materials, textbooks, and special equipment. A more rational education budget must be provided for these kinds of expenditures as well as more attention to capital expenditures.

Accordingly, the Survey Team recommends that a portion of national planning in the future be dedicated to the study of books in higher and normal school education, perhaps under the auspices of the Inter-University Council. Those involved in the various book-related activities described earlier in this chapter should be invited to participate in this planning.

With the short time that the survey team was in Perú it is impossible to project the nature of the support that will be needed for book development and use at the higher education level and to project the specific activities which merit support over the years. Certainly all of the activities described above hold promise and the extent of financial support must be determined after further planning and study.

BOOKS IN INFORMAL AND ADULT EDUCATION

The manpower study recently completed by the National Planning Institute and OECD (Organization for Economical Cooperation and Development) indicates that Perú's 1961 economically active population of 3.1 million will expand to about 5.8 millin by 1980 (Tables XIX and XX). Of this number, about 2.1 million will be the holdovers from the 1961 population, and it is reasonable to assume that a good deal of adult education, retraining, and so on will be necessary to upgrade these 2.1 million so that they will continue to be productive in the economy. In addition, informal educational programs will be necessary to supplement the formal training of the 3.7 million new entrants to the labor force.

There is government-supported and privately supported adult education activity, either currently underway or planned for the future, and the extent of such activity is difficult to estimate on the basis of a three-week survey primarily directed toward book activity. Nearly every Ministry and Department of the Government has an adult education or dissemination program, and there are a number of discreet activities which the survey team noticed which bear particular mention.

Educational activity which does not fall into the formal school structure in Perú, as in most countries, is difficult to assess in its entirety simply because such forms of education do not fall into relatively simple and discreet institutional molds as do formal educational programs. There are ways, however, of achieving a degree of joint coordination and planning among adult and continuing education efforts through inter-governmental councils, adult-education professional associations, and so on. The team recommends exploration of such activities. There is a great deal of fragmented activity in the various ministries that could be much more productive and efficient if undertaken collaboratively with other ministries and departments.

The nature of the way Peruvians do things, of course, may affect the possible success of planning efforts in non-formal school education. There is a "Criollo" spirit in Perú, communications are poor (there are relatively few newsletters and this sort of thing). Perú is not generally a sales-minded society, and the idea of collaboration and coordination rarely gets beyond the talking stage.

On the other hand, traditional Inca concepts which children learn very early probably affect the thinking of adults. This tradition suggests that a man must offer person to person cooperation and help to his neighbor (Ayne), he must work for the common good of the entire community (Minkka), and he must offer work for religious ends (Urcca). Educational and self-help programs built on these three ancient Inca concepts can reach a degree of success.

The National Planning Institute

The basic mechanism in Perú for inter-ministerial cooperation and for government-industry planning is the National Planning Institute. The current national plan has been developed over the past three years, and the philosophy of the National Planning Institute has been to work with the private sector in order to promote joint governmental-industrial activity.

TABLE XIX

OCCUPATIONAL STRUCTURE OF THE ACTIVE POPULATION IN 1961, BY ECONOMIC SECTOR [a]

(In thousands of persons)

Occupational Categories	Prof. Scientif. & Tech.	Prof. Other than Scientif. & Tech.	Sub-Prof.	Managerial	Clerical	Sales	Trained Labor	Semi & Untrained Labor	Domestics	Military	Total
Economic Sectors											
Agriculture	0.85	0.35	0.55	794.00	2.85	0.25	1.55	475.25	257.85	-	1,534.05
Fishery	0.03	0.05	0.19	0.21	0.25	0.03	0.09	20.15	-	0.01	21.07
Mining	0.93	0.43	0.86	3.20	4.00	0.38	4.33	51.25	-	0.05	66.31
Ind. Manufacturing	1.06	1.37	2.50	8.84	12.25	4.85	65.42	309.37	0.02	0.06	410.89
Construction	1.73	0.13	0.54	2.19	1.19	0.06	6.00	92.40	0.01	-	104.65
Energy	0.09	0.11	0.06	0.47	1.18	0.06	1.97	4.39	-	-	8.58
Transport	0.14	0.41	1.18	2.34	10.21	0.25	1.88	76.28	0.02	0.07	93.91
Commerce	1.01	2.56	0.47	8.81	20.35	217.09	1.14	9.74	-	0.03	262.95
Banking, Insurance	0.16	0.87	0.06	1.99	10.82	1.27	0.11	3.37	-	0.02	18.84
Government	1.95	3.15	2.46	4.39	21.33	0.28	1.31	57.29	-	23.48	115.65
Education	0.20	53.52	0.67	0.50	4.93	0.03	0.65	5.00	-	0.06	65.91
Other Services	6.71	8.19	14.31	7.59	12.25	6.38	5.96	229.[illegible]	-	0.22	295.05
Total	15.54	72.25	24.32	836.91	116.39	231.51	91.45	1,345.89	257.92	24.30	3,120.81

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[a] Boletín del Instituto Nacional de Planificación, No. 14, year 1, November 28, 1966, p. 3; and Desarrollo Económico y Social, Recursos Humanos y Educación, Instituto Nacional de Planificación, June 1966, p. 3-63.

TABLE XX

PROJECTED STRUCTURE OF THE ACTIVE POPULATION IN 1980, BY ECONOMIC SECTOR [a]

(In thousands of persons)

Occupational Categories	Prof. Scientif. & Tech.	Prof. Other than Scientif. & Tech.	Sub-Prof.	Managerial	Clerical	Sales	Trained Labor	Semi & Untrained Labor	Domestics	Military	Total
Economic Sectors											
Agriculture	2.71	0.69	25.10	1,391.81	6.01	3.93	5.32	582.83	293.10	-	2,311.50
Fishery	0.07	0.11	0.60	0.43	0.55	0.13	0.37	40.22	-	0.02	42.50
Mining	1.34	0.61	2.07	3.59	5.67	0.49	10.54	69.70	-	-	94.01
Ind. Manufacturing	6.16	6.00	11.63	23.48	55.54	26.44	205.59	576.86	-	-	911.70
Construction	7.05	1.03	9.27	12.57	15.91	0.51	52.85	413.91	-	-	513.10
Energy	0.54	0.23	0.55	1.33	4.30	0.10	8.07	14.29	-	-	29.41
Transport	1.05	1.29	5.53	7.64	33.25	0.74	21.62	182.68	-	-	253.80
Commerce	2.42	7.91	3.36	22.79	96.69	369.01	19.30	68.82	-	-	590.30
Banking, Insurance	0.32	2.30	0.14	3.03	22.77	2.57	0.30	4.07	-	-	35.50
Government	8.87	13.48	30.77	15.03	79.58	0.96	11.90	58.10	-	34.75	253.44
Education	-	142.46	-	-	24.11	-	-	23.48	-	-	190.05
Other Services	25.37	17.70	57.87	14.65	26.93	6.34	15.74	287.68	-	-	452.28
Total	55.90	193.81	146.89	1,496.35	371.31	411.22	351.60	2,322.64	293.10	34.77	5,677.59

[a] Boletín del Instituto Nacional de Planificación, No. 14, year 1, November 28, 1966, p. 3; and Desarrollo Económico y Social, Recursos Humanos y Educación, Instituto Nacional de Planificación, June 1966, p. 3-63.

Two advisory councils are attached to the Planning Institute, one for the private sector and one for government. The private council is made up of 18 members and includes representatives of agriculture, fisheries, industry, banks, labor, two universities, and one private school; The Director of SENATI, the industry-supported vocational training institute, is chairman of this committee.

The government committee on economic and social development is comprised of seven ministers, the Chief of the Planning Institute, with the President of the Republic as the Chairman. Although only seven ministers are represented on the current committee, all 12 ministries collaborate with the Planning Office.

The National Planning Institute runs an information office which produces a variety of materials, newsletters, bulletins, etc., designed to inform the public, business and industrial establishments, and other government ministries of the need for planning as well as keep them abreast of economic and social development.

A great deal of support has gone into the National Planning Institute during the past three years and it has attracted people with a variety of technical skills, (economists editors, etc.). However, this first planning effort is just a beginning and communications between the ministries and industry must be continually strengthened, if the plan is to have significant effect.

One of the obvious difficulties being encountered by the National Planning Institute is the lack of valid data with which to work. The first National Economic Survey was undertaken in 1963, and it will be some years before this type data collection can be relied upon for accurate information.

As with most national planning efforts, this Institute is heavily weighted toward economic concerns. However, since adult education and similar efforts are intimately linked with economic development plans, it is suggested that the National Planning Institute devote special effort toward an analysis of the needs in this area, based on manpower-need projections, coupled with a study of who is doing what in adult education at the present time.

At the same time, the National Planning Institute must consider the field of publishing as a major industry and devote special attention to this sector of the economy. For instance, although the Institute's statistical unit can now provide gross estimates relating to the productivity of the printing industry and some figures relating to book production, much more details and reliable data are needed for any intelligent planning effort in the publishing field.

Finally, the National Planning Institute must link its efforts more directly to the sectoral Planning Offices, such as the Educational Planning Unit in the Ministry of Education. Although there is an excellent manpower study done by the National Planning Institute and OCED, there appears to have been only modest participation on the part of the Ministry of Education. The Educational Planning Office in the Ministry of Education appears to be doing little to encourage the Ministry to take the manpower plan seriously.

The Acción Andina and the National Council for Community Development

The Acción Andina is a regional program under the general coordination of the International Labor Organization, and with WHO, FAO, the U. N. Social Affairs Division, and UNESCO all cooperating. The ILO field office for Latin America and the Acción Andina program (known regionally as the Andean Indian Program) have been combined in Lima.

The Acción Andina functions largely in Ecuador, Perú, and Bolivia, where there is the highest proportion of Indian populations. In Perú, the effort is concentrated in seven zones where the indigenous population is highest. Perú has recognized the need to concentrate community development in these regions, and the Peruvian government has created a National Council for Community Development (Consejo Nacional de Desarrollo Comunal). The offices of the National Council are in the Ministry of Labor, and an ex-Minister of Labor is the general chairman of this organization.

The Council is designed to provide a channel for common planning and coordination between the various ministries concerned with community development. Some 12 interested agencies and organizations (Table XXI) have appointed a representative to the Council and the U. N. advisors have assisted the Council in acquiring an Inter-American Development Bank (BID) loan for $20 million for activities to be developed by the various agencies and ministries. Each cooperating agency will manage its own program, but presumably each piece of the program will be considered a part of the whole. As a first step, $450,000 of the loan have been allocated in November of 1966 for agricultural credit, to be administered by the Banco de Fomento, Agropecuario, but considered of prime importance by all cooperating agencies.

The Peruvian Government has allocated another $20 million to match the BID allocation, and it is anticipated that about $40 million will thus be invested over the next three years. Each Ministry will attempt to apply the lessons learned over the past 10 years, both in Perú and the Andean Region, and the various U. N. agencies will act in advisory capacity. Seven zones in Perú, with approximately one million people, will receive prime attention.

So far, only a few agricultural extension materials have been provided under the program; and there is some talk of establishing a centralized publications office. The survey team had the impression, however, that such a centralized office would produce informational materials rather than educational materials.

We would strongly recommend that the educational components of this major national community-development plan be considered and that some kind of centralized editorial office be established to assist the participating agencies in the preparation of appropriate educational materials. There currently exists an Executive Secretariat for the entire project, headed by a number of full-time staff; and it would certainly appear wasteful if there were not some centralization of planning and production in the educational materials sector.

There appears to be no provision for community libraries, meeting rooms, or other kinds of continuing adult education facilities that would be useful in the pilot zones by all of the participating agencies in their attempts to work with the people. We would strongly urge that a plan for such facilities be cooperatively developed by all the agencies.

Agricultural Extension Service

The agricultural extension service of Perú operates under the general umbrella of the "Servicio de Investigación y Promoción Agraria" (SIPA). There are five units in SIPA: research, extension, agricultural development, livestock development, and administration. Extension makes up about 40 percent of the work of SIPA, and agricultural and livestock development works closely with the extension service. The Extension Service was established in 1946 and follows much the same pattern as the extension service in the United States. It is semi-autonomous and works closely with the Ministry of Agriculture but not directly under his administration.

In the late 1940's, 20-25 extension offices were established, and there are currently 150 such offices, most of which are staffed by one agent. There are about 1,000 SIPA personnel in the entire country, of which about 150 are extension agents.

TABLE XXI

ORGANIZATIONAL REPRESENTATIVES TO THE CONSEJO NACIONAL DE DESARROLLO COMUNAL, NOVEMBER 1966

Ing. Alberto Zumaeta	Banco de Fomento, Agropecuario
Arq. Luis Vier	Dirección de Cooperación Popular y Desarrollo Comunal
Dr. Benjamín Paniño	Dirección General de Comunidades
Sr. Víctor Camacho	Instituto Nacional de Cooperativas
Ing. Miguel Dumet	Instituto Nacional de Planificación
Dr. Manuel Suárez Miraval	Ministerio de Educación Pública, Coord. de Núcleos Escolares
Dr. Octavio Mongrut	Fondo Nacional de Salud y B. S.
Ing. Lander Pacora	Oficina Nacional de Reforma Agraria
Dr. Pellegrín Román	Instituto Indigenista Peruano
Ing. Enrique Olivares	(SIPA) Servicio de Investigación y Promoción Agraria
Dr. Alberto Arca Parro	Fondo Nacional de Desarrollo Económico
Sr. Valentín Villaroel	Federación Nacional de Campesinos
Sr. Frank Griffiths	Coordinador Nacional

The extension service originally maintained an information office which prepared necessary educational and informational materials for the entire SIPA activity. However, an AID agricultural expert from the University of North Carolina suggested that this information office be placed under the Ministry of Agriculture, and it is currently preparing mostly informational materials and very little in the way of extension materials.

Two kinds of materials are badly needed by the extension service. First, good subject matter is needed for rural farmers written so that they can understand. This must be reproduced in quantity for wide distribution. The second is material on sociology, methodology, and so on, for the training of extension workers.

The extension service has embryonic plans for the preparation of materials for distribution to farmers during the year. This material will contain explicit information pertaining to each season. However, the current budget of SIPA does not provide for such activity and the center established in the Ministry of Agriculture helps them very little in the preparation of this material.

SIPA has been suffering from the government austerity program, as have all ministries. The 1966-67 budget is about $12 million, down about four million from previous years. According to the director SIPA receives less than one percent of the national budget, although 50 percent of the population is in agriculture. There are 12 agricultural zones, and there is need for no less than 1,000 extension offices, rather than the 150 currently in existence.

Agricultural extension agents work with farmers, women, young people, and the community in general on new methods to increase yields, need to use better seed and fertilizer (most do not use fertilizer), the use of insecticides, and so on. In addition to agricultural extension agents, there are some 15 "Unidades Rurales" in coastal zones; and each of these units consists of an extension agent, an agricultural engineer, a home economist, and a field assistant.

In summary, there appears to be considerable confusion and lack of direction in the provision of extension materials. The survey team recommends that this situation be studied with the result that a well-supported program be developed to provide well prepared materials for distribution. There may be a possibility of collaborative activity with the Inter-American Institute of Agricultural Sciences and the Agricultural University, where there are technical skills and research interests in the agricultural communications area (see section on the National Agricultural University under Books in Higher Education).

SENATI

SENATI (Servicio Nacional de Aprendizaje y Trabajo Industrial) is a technical training organization set up by industry and financed entirely by industrial contributions. Under a recent law, all plants with more than 15 workers must contribute one percent of their monthly payroll to SENATI; and currently 2,005 plants fall within this category.

SENATI is run by a board of directors on which are represented industry, labor, and government. There are six industry members, representatives of the Ministries of Labor and Development, and of the General Conference of Workers in Perú.

The total budget in 1966-67 for SENATI is 46 million soles. A 10 percent increase is anticipated next year. However, the operating budget is reasonably small since a good deal of capital investment in the training centers must be paid off during the next several years. One hundred seventy-six million soles are currently invested in buildings and equipment, and a 20-year loan is being sought to pay off this investment without cutting excessively into running expenses.

The SENATI-sponsored training programs are of two types: apprentice programs, which include study at the center and supervised training at the plant; and in-service programs for older workers at the plants. It is estimated that only five percent of the workers in Perú are skilled workers (versus about 45 percent in the United States). The net increase in skilled workers projected to 1980 totals 260,000 (Tables XIX and XX). There is approximately an 83 percent excess of unskilled workers in Perú; and among the skilled, 86 percent have defects in their training.

The in-service training programs are underway at 82 plants in Lima and Callao for the purpose of training the managers in productivity and educational methods, this resulting in self-contained programs in each plant. By law, 80 percent of the money collected from industry for SENATI must be spent in the region where it is collected. Twenty percent goes to a discretionary budget which can be used wherever SENATI feels it is needed. As more and more funds are collected, more centers will be built throughout the country. In-service training activities extend throughout the country, but SENATI centers per se exist only in Lima, Chiclayo, and Arequipa.

The Lima Center opened in 1966 and received equipment donations from Germany, Belgium, Denmark, Great Britain, Holland, Switzerland, and Austria. There are special agreements with Germany and Switzerland for continued support of this center, and technical advice and assistance is provided through the International Labor Organization. Some 60 million soles' worth of equipment was obtained through bi-lateral agreements. No U. S. support or technical assistance has been provided, and the long-term effect on industrial purchases of machinery and equipment will probably be to effectively limit the imports of U. S. commodities unless some form of U. S. collaboration is established soon.

In order to provide a fresh supply of trained and skilled workers, apprentices are selected by participating industry and are sent to the center for training. This training provides for three months of pre-apprenticeship academic work, nine months of mechanical, electrical, or metallic structure work at the center, followed by six months in-service at the plant, followed by two years of specialized training at the center. Apprentice courses have a minimum of one and a half years training and a maximum of three years - with half the time at the center and half at the plant.

Apprentices average from 14 to 18 years of age and they must go through a general education as well as a technical education program. Certificates of study from the center are recognized by the Ministry of Education, and the courses offered are the same as those offered at government secondary schools. These courses take the apprentices through the third year of secondary school, and the curriculum is being expanded to provide the equivalent of a five-year secondary program.

There were 400 students in 1966 participating in the apprenticeship program at the Lima center. All sign a contract to serve in the plant which sponsored them for two years after graduation. SENATI has 220 full-time instructors either at the center or in the plants. Most of the shop instructors have been chosen from the various plants and have been sent to Europe to study. One hundred and two such fellowships have been offered to date.

The director of SENATI has long been interested in better instructional materials for vocational and technical training. For a number of years he was head of vocational education for the Pan American Union in Washington, and he has published numerous articles and studies on the preparation and use of instructional materials for industrial and vocational education. He is very supportive of any efforts for preparation and distribution of materials.

SENATI has a lively program of developing and/or adapting its own training materials, including programmed instruction in the Spanish language. There are some 100 pamphlets available on how to run lathes, and other types of machines.

The Director of Instruction and various professors work together in planning training materials, using the best models available. Several have had advanced training in the U. S. regarding the preparation of these materials.

A small production shop exists at SENATI which is well equipped with small offset presses, a photographic room for plate-making, an art and layout room, and is staffed with artists and technicians with an administrator.

The work done to date in the preparation and adaptation of teaching and training materials by SENATI is most impressive. The survey team strongly recommends that the Ministry of Education attempt to establish collaborative relationships with SENATI so as to gain access to these materials for use in vocational and technical training in government schools. In vocational education centers, the survey team found a great lack of any kind of training material.

We also recommend that technical assistance agencies provide whatever help is needed to continue to institutionalize the instructional materials, planning, and production aspects of SENATI's program; and that efforts be made to distribute materials which are prepared on a regional basis. Undoubtedly, a good deal of this regional distribution will be automatic inasmuch as there are comparable organizations to SENATI in other countries (for example, SENAI in Brazil, INCE in Venezuela, SENA in Columbia, INA in Costa Rica, and CORFU in Chile). Since the International Labor Organization offers technical assistance to all of these institutions, there is a good history of sharing experience. This experience often does not find its way into practice in the government-sponsored vocational schools which are not under the industry-supported centers.

Finally, the survey team recommends that there be workshops and seminars developed to train specialists in the preparation of instructional materials. Specialists at SENATI would be helpful in developing such workshops and seminars and they should be invited to participate if such courses are developed. The experience of SENATI should be shared with other sectors of the educational system, both within and without the formal education program.

Civic Action Program

The Civic Action Program is operated under the Peruvian military with assistance from the Agency for International Development. The objective is to provide vocational training for recruits who have been drafted into the Army so that they may get jobs in industry when they are released from service.

The first pilot center was started at Chorrillos, an Army compound near Lima. Students have built their own workshop, and recruits strongly support the program.

Since 1962, an additional four centers have been set up elsewhere in the country, thus totalling one center for each of the five military regions. The last was established at Iquitos in 1965.

There are 21 different courses offered in these vocational education centers - four offer nine each and there are 14 offered at Lima. An attempt to regionalize the courses is underway so that the training will be useful.

There are four three-month cycles per year at each center, and the Army conscripts generally take the three-month cycle at the end of their two year period of service.

There are over 9,000 graduates to date (1962 to 1966), and the goal is 5,000 graduates out of the 12,000 recruits discharged by the Peruvian Army each year. There are currently 310 finishing each of the four cycles at the Lima center alone.

In July 1966, the Lima center began to accept civilians on an experimental basis. There are 26 civilians now in the program, which may pave the way for acceptance of civilians in the other centers.

A follow-up study is now being undertaken on 4,300 graduates of the Lima group. Those whose whereabouts are known seem to be well placed in jobs where they can use their training.

There are 157 civilians employed in the program, including the administrative staff. Most of the instructors come from the various trades and have had 10 or more years of experience.

Each center operates under a director of instruction who coordinates its needs. Each center also has a public relations director, who helps place the graduates.

The Lima center has a translation section which remakes soundtracks of films so that foreign technical films can be used in the program, does translations of teaching materials, provides audio-visual equipment, films, etc., for loan to the other centers, and which generally encourages the use of the various kinds of teaching materials. Two full-time people operate this translation section.

Each center has its own library but no librarian. There are about 200 books and magazines in each library, including such items as Popular Mechanics, Popular Science, and so on. Many RTAC books are used and the instructors and students like them, but often cannot get enough of them.

An earlier part of the Civic Action Program, now discontinued, was a literacy program whereby conscripts were trained as literacy instructors in special training courses. AID provided $12,000 per year for several years, primarily for books. A set of 10 pamphlets and flash cards was provided each conscript who was trained as a teacher, and this conscript then pledged himself to train 10 people in literacy upon his discharge.

About 6,371 men were trained in these special courses during 1964 to 1966. Some 38,500 reading texts and word flash cards were printed during this same period, and 27,687 such packets were issued during the campaign. There is little follow-up information as to whether or not these men did teach 10 people how to read and write.

As with most other educational efforts in Perú, this program has considered the need for educational and instructional materials as an afterthought and very little of the total investment in the program is devoted to this end. At the same time, the program operates as though there were no other programs in Perú devoted to the same objectives.

We recommend collaboration among Civic Action Program, SENATI, and the Ministry of Education, if the Ministry increases its efforts to provide good teaching materials, libraries, and similar services. Perhaps an Inter-Departmental and Inter-Agency task force on vocational and technical teaching materials could be established to develop such a plan.

Technical and vocational education is an area where there is the least cultural problem and many materials can be adapted and reproduced for use in all programs. Without substantial collaboration Perú will not get the maximum out of money invested.

Literacy Program of the Ministry of Education

The Ministry of Education sponsored a sizeable literacy program from 1957 to 1964. When the program was begun in 1957, the budget was four million sucres per year (about $160,000) and support for the program grew to a budget of 16 million sucres in 1964 (nearly

$640,000). In 1965, however, the budget was cut to 10 million sucres; and in 1966, four million sucres.

Until 1965, there were three types of literacy centers in operation: those operatec with paid teachers, those run by voluntary teachers, and those run by civic groups. There are now only a few voluntary and civic centers since the budget has been cut.

Basic literacy primers, follow-up booklets, and teacher's manuals were printed in quantity in the years when budget permitted.

The 1966 budget of four million sucres is now being used to maintain a kind of skeleton infrastructure, which includes 10 regional literacy directors who report to the Directorate of Primary and Adult Education in the Ministry of Education. These regional directors, however, have been reporting very little activity and there are no current figures on registration and literacy activities. According to the Ministry of Education, there is a functioning literacy center in Chiclayo and one in Iquitos.

Apparently the program reached a peak in 1963, the year which was designated as Literacy Year. All teachers had to make two students literate during the year as one of their firm obligations. There is no follow-up information available but we assume that, as with similar campaigns in other countries, it was less than successful.

The current budget presently allocated for the Ministry of Education's Literacy Program should either be eliminated or the program should be re-examined and properly supported. If the latter is considered, the literacy program probably should be operated in close collaboration with other efforts such as those of the National Council for Community Development.

Educational Television, Ministry of Education

The Ministry of Education's Educational Television Station, Channel 7, began operation in 1957 and was reorganized in 1962. Facilities include two studios, a film chain, a small control room, office space, storage space, and so on, all located in the upper stories of the Ministry of Education Building in Lima. There are approximately 30 employees, several of whom having received AID scholarships for training in the U. S. The Program Director received his training at Columbia University and interned at Channel 13 in New York. In addition to television production courses, the Program Director received training in audio-visual production, and in curriculum and community development.

Channel 7 is one of five broadcast television stations currently operating in Lima. Commercial stations operate on Channels 2, 4, 5, and 9. Channel 13 will begin operation in the near future and will be run by the private universities in Lima. A similar station, related to private universities, will soon be on the air in Arequipa.

The Ministry of Education's station has a 660R slant-track video tape recorder which was installed in August 1966. This is compatible with similar tape recorders owned by the other five stations. However, no programs have been recorded to date on Channel 7 because of the cost of the tape; and there is no budget allocated for this purpose.

The station is on the air a portion of the day and evening. Most of the instructional work appears to be experimental in nature, and a small number of schools or centers participate. Instructional efforts include:

1. Telescuelas (television schools) and telecentros (television centers), begun two years ago for children who do not go to the regular elementary schools. There are about 36 such centers around Lima.

Each of the 36 centers has about 30 students, and is staffed by "Tele-auxiliares" or volunteers who act as teachers and who must have had some secondary training themselves.

Teaching volunteers meet with the television teachers every Saturday morning and are given a program guide for the next week. Programs and the printed materials to go with them are prepared by three teachers assigned to the project by the Ministry of Education. These three teachers work on the project from 8:30 A.M. to 12:30 P.M. every day, including Saturday. However, only a limited amount of largely mimeographed teaching material has been prepared, most of the effort having been geared to producing the TV programs.

There appears to be little effort to extend this scheme beyond the 30 centers and the approximate 1,000 students now served. There is some thought of using video tape so that the teachers can go to the centers to observe students' reactions, but this has not been done due to the high cost of video tape.

2. In-school supplementary broadcast instruction for fourth-year primary science. This is, again, an experimental program and is designed to provide science instruction for primary schools in Lima at the fourth-grade level. Program guides are provided to the teachers in the participating schools and the teacher works with students for 15 minutes to prepare them for the television lesson. The lesson is broadcast from 10:45 A.M. to 11:00 A.M. followed by 15 minutes of classroom work, and there is no attempt to record the sessions or expand the program.

In addition to these instructional efforts, there are general-interest programs for adults broadcast from 7:30 P.M. to 8:15 P.M. Since 1963, there have been literacy programs broadcast four times a week, evaluation is impossible due to lack of organized efforts in adult literacy.

When the literacy scheme was initiated in 1963, there was a plan to set up teleclubs for listening centers; but budget problems have since precluded this effort. A few teleclubs may be functioning, sponsored by civic groups; but there is no extensive program.

No specific plans are under consideration, for technical expansion of the operation and the coverage area, the establishment of tele-centers, the provision of taped programs in the provinces, or the extension on programming to cover educational needs. There is a great need for long-term planning to identify ways in which the television facility in Lima and throughout the country can be used in conjunction with education and community development efforts.

A good base exists and with some additional planning in conjunction with new programs to provide textbook and other teaching materials, and in conjunction with improved curriculum planning in the Ministry of Education, the television facility can be increasingly effective.

We strongly recommend that the television facility be linked to other educational efforts undertaken by the various Ministries, including the Ministry of Education, and that a broadly represented advisory board for the station be established. A variety of planning studies would be useful in order to identify the various ways in which the facility can be more productive and more directly related to the new educational strategies being undertaken.

Other Efforts

Other educational efforts functioning outside the formal school and university system include the Peruvian Management Association (Instituto Para la Administración de Empresas), having 1,200 members and 4,000 associate members. Partially supported by AID this group conducts seminars and short-term training courses, maintains a library, and publishes materials on business management. There is a great potential here for escalation in the area of book publishing.

Similarly, ESAN, a graduate school of business administration advised in part by Stanford, is undertaking advanced work in business administration. The case-study method is largely used in ESAN's work, and 24 cases have been published in Spanish with another 24 cases to be issued shortly. Fine meeting facilities exist at ESAN, and certain specialized problems of book publishing are appropriate for training activities at this institution.

Finally, a number of banks and other companies publish a variety of education and promotional materials, often as a part of their public relations programs. The International Petroleum Company has published give-away books on history, copper, and other topics relating to Perú. Banks publish a variety of materials, and often have given away free books both in English and in Spanish as a part of their public relations activity.

After having visited with the number of leading businessmen in Perú, it becomes quite obvious that there is a great potential among the business community and interest could be directed toward a program to provide materials for specific educational programs. Although the team cannot detail a complete strategy for marshalling this potential, we do suggest the possibility of a Council for the Improvement of Educational Materials, with representatives of business and industry and government.

LIBRARIES AND HUMAN RESOURCES DEVELOPMENT

The recent recognition that books play an important part in the development of the human resources of a country unfortunately does not include any systematic study of the distribution of books and their availability regardless of the financial status of a potential reader. Libraries serve the specific function of making information available to anyone capable of using it, without requiring a previous attainment other than intellectual. No systematic study has been made to correlate economic development with the development of a library system, but some obvious comparisons are possible.

Regardless of the country, libraries are extensively used by a fairly well defined group. This group is composed partly of students with imaginative minds and a great need for further education, to be satisfied wherever possible, and the library is the first and most obvious place. The rest are the opinion leaders of the community, who are at once curious and inquisitive, and influential in their dealings with other people. The age of public library clientele, if fitted onto a bell curve where the vertical axis is the number of users and the horizontal axis is the age of the user, is skewed to the left. The bulk of the users are between the ages of 15 to 35, the most productive group with the greatest influence on the economic development of the country. It is reasonable to suppose that where library services are available at every stage of an individual's education, from childhood through old age, an informed population will make effective decisions based on the comparison of information sources readily available to them. Beyond this, the need to supply books to all the libraries which are needed by the population creates an institutional support for a public industry such that the hazards of development are minimized and the benefits exploited.

Those countries with the highest stage of library development have reached the highest stage of industrial development and economic stability. Among conditions necessary to make the development swift and far-reaching are the existence of a library profession and a library school capable of giving effective technical training and providing for standardization of library techniques, with a central library, whether university or national, which has sufficient influence to establish and perpetuate development and serve as a model of what can be done.

The investigation of libraries in Perú showed that these conditions exist, that the country has begun a program of library development that will be as speedy as funds allow. Among the expected results are the establishment and growth of a Peruvian publishing industry based on the actual needs of the population. The provision of library services will greatly improve the educational resources of the country and tend to make up for any deficiencies.

Library Profession

The final week of the visit to Perú opportunely coincided with the annual Semana de Bibliotecarios. Every evening, Monday through Friday, groups interested in various phases of library development met as a round table and read statements of plans for the year covering all phases of library development, from education of librarians to recommendations for a library law. It was apparent that the library profession is well organized and unified, not only in present methods of operation, but also for future development.

Librarians in Perú have attended only the Peruvian library school, the Escuela de Bibliotecarios at the Biblioteca Nacional. There are about 200 professionally trained librarians who have completed the course at the Escuela de Bibliotecarios, with another 20-25 being added each year. The professional organization includes others who have gained their training through long and devoted service. Administrators tend to regard graduation from the national school and membership in the professional organization as necessary qualifications for the jobs available. The professional association represents a very effective group, whose opinions can be of major importance in any program of aid to libraries.

The Semana de Bibliotecarios clearly demonstrated the ability of the professional organization. The president of the organization is the director of the Miraflores Public Library, and the chairmen of the various round tables have each had long experience, as well as professional training. The first night's lecture included an address by the Minister of Education, which stated a kind of official attitude toward libraries, which was most acceptable to the professional organization and of remarkable insight. Among other things the Minister said were two quotable remarks:

> "Just as a pile of stones is not a house, a collection of facts is not a science, so a collection of books is not a library unless it is organized."

With this recognition of the need for future organization of materials in order to provide library service, the Minister of Education recognized the aspirations of the library profession in Perú, which corresponds with the experience of library professions throughout the world. Perhaps even more quotable was his firm statement:

> "There can be no democracy without books freely available to the public."

and his elaboration on the general theme that a library system is a primary requisite for the cultural development of Perú and for the development of human resources to meet economic needs.

The profession recognizes the need for better organization and for some kind of certification to provide a standard of training and experience, so that the professional qualifications of a librarian may be recognized by employers of all kinds. The profession plans to propose an organic law for libraries which will give librarians the standing that other professional groups enjoy under Peruvian law. One of the problems recognized by the profession is that the three years of education at the national library leaves a person professionally qualified but without the broad general education and the academic status which characterize librarians in the other countries. The profession, therefore, will provide for registry at various levels of capacitation. A librarian with an academic degree and professional training will have the highest status. Those with only professional training will be registered as qualified librarians, and those in training, or learning librarianship on the job, will have some kind of temporary or provisional status. The recognition of the library profession as the equivalent of other professions requiring equal education is a necessity, and one that seems unlikely to be rejected by the Congress. The Asociación plans for the next year include a general survey of all the libraries in Perú, wherever they are located, and plans, when funds are available, to publish professional material in the form of a journal, as well as pamphlets, and books.

Library Education

At the time the National Library burned in May of 1943, there was no school of librarianship in Perú. Part of the aid given to the Biblioteca Nacional by the Library of Congress included the establishment of the Escuela de Bibliotecarios. In the 23 years since its establishment, more than 200 students have been graduated, and at the present time the school is providing the one full three years' education for librarianship available in Perú and courses in public librarianship on an in-service basis.

The school occupies four rooms on the top floor of the National Library. One room is used for the Library School's library, two for classrooms, and the other for office and administrative space. There are 70 full-time students and 25 professors none of whom is full-time with eight assistants who give some 30 courses similar to those recommended for education for librarianship in the recent report of the Pan American Union. The first two years of education are pure theory and general information courses, and the third year is made up of practical work in approved libraries in Lima and nearby cities with one day a week for theory based on the students' experience.

From its beginning the Biblioteca Nacional has set the standards of the school, provided the budget for its continuation, and determined the curriculum which includes only those courses which would fit a student to work as a professional librarian in the Biblioteca Nacional. Courses for specialization in one or another aspect of librarianship are not available to the students, and the curriculum has not been adjusted to reflect many changes and modifications in library procedures which result from the use of automated equipment. Even so, the national library has been a "great laboratory" for the students and gives the course work an immediacy which professional training elsewhere would lack.

Even the best graduates lack the academic degrees and prestige of fellow professionals in other countries. The need for greater freedom in the preparation of curricula and the necessity of making the library school more autonomous affects the present status of the school. While no one questions the quality of the students who have thus far completed the courses, the proposal has been made in the past, and was recently revived, that the University of San Marcos start a library school which would give the students five years of training and a professional degree. A competing school could eradicate the good work already done by the Escuela de Bibliotecarios. The present school should set standards for course work to follow the programs outlined by the international committee headed by María Teresa Sánz and reported by the Pan American Union. Virtually no change would be required in the curriculum as it now stands to provide the student with the technical training that they need to function adequately as librarians.

The Semana de Bibliotecarios in two sections faced the problem squarely with the recommendation of recognition by the school of previous academic work, a compromise that would enable the school to retain its character, its traditions and the standards of performance. Librarianship should be recognized as one of the learned professions; librarians should have a greater background of general education. A professional degree granted by an academic institution, with provision for registry as a professional, can be worked out with the universities so that the school can be preserved as a part of the national library and degrees granted by cooperating universities.

The new organic law of education would require a library school at each of the universities in Perú; such a law would result in a situation of there being more library schools in Perú than exist anywhere else in the world, even in the United States. Many librarians have completed some university work, and several hold university degrees in addition to their library school training and are known to be of greater capacity than others whose education has been limited simply to the technical training in librarianship. The professional association is determined not to lose the advantages which the school has provided and to take further steps to make education in librarianship broader and more nearly similar to that provided in other countries.

The school is far from being a place of inflexible traditions and rigid practices. It has cooperated very importantly with the Fondo San Martín in the professional training of public librarians, and will cooperate with the Ministry of Education in providing courses for public school teachers. The director of the school is anxious to see the school develop, to enlarge its course work, acquire full-time faculty members and provide greater space for larger classes. The enrollment is now limited because of the very small space in which the school has to operate. The national library can serve as a laboratory quite as well, perhaps even better, if the school itself is moved to another location. Indeed, the provision for practical experience in a variety of libraries carries the laboratory concept further than it has gone in the United States and assures that practicing librarians are able to handle the problems arising from new libraries.

School Libraries

Elementary

No elementary school in Perú has a library. A few books may be locked up in a cupboard for the use of teachers, but the concept of the elementary school library is entirely lacking. The public library movement and the children's libraries have provided some service, but elementary schools need libraries if only to teach students the use of books and respect for libraries as social institutions. At present there is very little concern over the lack of elementary school libraries because of the lack of textbooks of all kinds. Reading is taught by group methods, so that students do not learn silent reading habits until considerably later in their school careers.

Secondary

Some secondary schools have libraries but there is no universal acceptance of the idea of a library in a secondary school. The consolidated schools developed during the period when General Mendoza was Minister of Education included space and funds for a library, but the building and outfitting of a chapel and the construction of a swimming pool have been found more desirable.

In place of a central school library, there are small classroom libraries in schools, but the students learn almost entirely by taking notes and by copying drawings on the blackboard or by drawing from the actual objects. Some schools use audio-visual aids but not in conjunction with collateral reading. A result of this method, especially in science, is the development of knowledge as received opinion, rather than as the product of investigative activities. The technique of research which begins with a bibliographic survey and concludes with an actual experiment is unknown. At the most important secondary school in Cuzco, a consolidated school which includes both an academic and vocational program, the library consists of a partially organized collection of some 3,000 volumes, most of them gifts and in rather poor condition. The books are kept so that students go to a window in a partition to ask for the books they want. A finding list in a mimeographed volume with several supplements serves as a cataloge. The librarian, who has had some training and is attempting to provide some kind of much-needed library service, stated that open stacks were out of the question because what books the students didn't steal would be mutilated.

The leading secondary school in the country, Guadalupe in Lima, sets the pace for other secondary schools. The alumni include some of the most important names in Peruvian history. Its librarian, a member of the first class held by the Escuela de Bibliotecarios, organized the library with the Dewey Decimal Classification as a closed stack library with a card catalog of the holdings for the student to use. Other collections in the school are devoted to special subjects.

The school occupies a whole building, which was damaged by the earthquake to the extent that the corridor in front of the library and the library itself were roped off until repairs could be completed. The school authorities felt that there was considerable danger of collapse if that part of the building was used by students. The librarian, therefore, supervised work in an empty library. In the previous year 200 books were added to the collection as gifts.

Obviously, the library occupies less than a central place in the educational program, but it does surpass the library programs of almost all other schools by being carefully organized, with a professional librarian in charge and a staff adequate to meet the needs of the students and continue the acquisition and cataloging of materials.

Another leading school, the Leoncio Prado Military School, has a library of about 2,000 volumes, close to the size of the library of Guadalupe, but the librarian is untrained and offers service only for two or three hours a day. Apparently, no provisions have been made for the lending of books, even though the military school is a residential institution with the students living on the campus. The library as an institution for the teaching of research techniques and the provision of additional material to supplement textbooks is not unknown among school administrators as theory, but there has been no experience of such a program sufficient to serve as a model of what may be achieved. Various programs are underway to correct this deficiency and the library association has developed a program for the evaluation of secondary school libraries, with the provision of in-service training at the Escuela de Bibliotecarios for librarians in secondary schools; the members also hope to establish some kind of central system that will make books available to students in secondary schools through standard library procedures.

Normal School

At the time of our visit to Perú, a conference of normal school administrators was taking place at Huanpani. These teachers emphasized the need of libraries. One teacher had enjoyed the assistance of a Peace Corps volunteer for two years, who organized the library, but after the volunteer's departure, the program immediately began to deteriorate. The director of the school thought that this was unfortunate, and felt that the Ministry of Education, should try to put libraries in normal schools and make courses in school librarianship an integral part of the normal school program. There are 113 normal schools in Perú, 87 of these public, and certainly such a program, if succesfully implemented, would have far-reaching effects.

As a model normal school, La Cantuta, which is practically the creation of SECPANE, exhibits several very interesting features. A separate building was constructed for the library and is now in partial use. A trained librarian is in charge, but he has no assistants other than students. The reading room was securely locked and contained not a single book. Books were available in the stack section, to which the students were not admitted. Six students by turns took on the job of obtaining books requested by students. The stacks have a capacity of 45,000 volumes, and there actually some 8,000-10,000 in the school, although the figure of 25,000 volumes was given as the actual holdings of the library. The catalog for the library is in the large foyer of the building and is very curiously arranged. Author cards are filed under the broad headings of the Dewey Decimal Classification, so that a student must know the subject of the book in order to discover whether the library has it, and should he misinterpret the subject, it is very likely that he would never be able to determine whether or not the library had a copy. The books are classified according to the Spanish translation of the 15th edition of Dewey and the 14th edition. Card preparation for bibliographic description is standard and apparently authoritative, but nearly 3,000 volumes are uncataloged and include a great assortment of books given to the school by USIS. The reference room of the library which contains encyclopedias has been closed since the reference librarian resigned, some years previously.

The librarian was of the opinion that even teachers in the normal school could not be trusted in an open-stack library, and that a difference of psychology prevailed, so that most of the books would be lost if the students were given direct access to them. It is obvious that library development played but a minor role in the SECPANE program. La Cantuta is a model only of inferior library service. The librarian, while adequately trained, is almost completely frustrated and has long since given up any kind of library program except the very slow cataloging of such books as are received as gifts. The library has a budget of 10,000 soles a month, but only a small part of it is spent on books.

La Cantuta with its thousands of students has room for 180 readers in the library, which is open a total of 11 hours a day Monday through Friday, five hours on Saturday, and three hours on Sunday. The librarian's chief need is an adequate staff, and possibly La Cantuta's chief need is for an adequate librarian, not only in training, but in imagination and willingness to develop an effective program.

University Libraries

The oldest university in the Western Hemisphere, San Marcos, has a library system which is representative of the problems of university libraries throughout Latin America. It was unfortunately impossible to visit the Biblioteca Central of the University because it was closed as a result of damage suffered in the earthquake. Four other university libraries were visited instead.

Typically, the collection in a university library is small to the point of being negligible, and the material available for research only indicates that little or no research of consequence is done because no material is available. Even the library of La Molina, the agricultural university of the country, which has the closest approach to a research collection, lacks much basic material in cognate fields as well as in the principal area of study. University libraries in Perú are dispersed so completely that there is no single record of all the holdings of a library.

Generally the post of University Librarian, as in Europe, is a sinecure given to some deserving professor who can no longer teach. What is required is academic prestige, not knowledge of a library. William Vernon Jackson's studies of university libraries in Latin America are borne out fully in Perú, but with the difference that there are a significant number of trained librarians in the system; and at least at Ingeniería and Cuzco, the librarians are accepted as professional equals.

A further, and very important difference is that the Universities have begun to notice the great deficiencies intheir collections and methods of operation and at least some of them are trying to do something about it. To be sure, the need is first seen as a library building rather than as library organization that will make the use of the building effective. But there is an awareness that there should be a union catalog, a project that is somewhat underway at San Marcos, is being achieved at Cuzco, and is already in existence at La Molina and Ingeniería. There is an awareness as well that students should have access at least through a closed stack system, to the collection of the university; and at least in one library, that of the Faculty of Medicine at San Marcos University, an open-stack library is available to students.

The lack of books has been felt keenly by the students, and there is as much reason to blame the student disruption and riots on the lack of adequate library facilities as on anything else. It is certainly true that the student busy doing his readings for a course has almost no time at all to devote to noisy demonstrations. Some students have organized private libraries with a small nucleus of books being handed round among the group so that utmost use is gained for all the money invested. Another method has been more formal, but achieves virtually the same effect; this is the rental library or banco de libros. Ingeniería has used this method of getting books to students with great effect, principally because the students themselves are involved in the process. As it usually works, a large number of books are bought and the student is given the opportunity to rent, to purchase on the installment plan, or to purchase textbooks outright with the opportunity of reselling them to the rental library.

While much hope is held for this method of assisting students (the Ford Foundation, AID, and the Kellogg Foundation are involved in this work, either in actual experiments or in plans), it must be realized that a textbook library is not the same as a university library, and that while a rental library fills a gap, it does not supply a continuing need.

Textbooks represent a part of an educational experience and modern educational theory tends to place less emphasis on textbooks as the student advances toward original work in the field until, finally, no text could supply what a library is needed for. A program of library development in all the major universities of Perú is needed to modernize education but how and under what circumstances this is to be done represents the worst single problem of the library profession.

Librarians lack the academic status of the professors. They are treated like clerical help because they do not have the broad educational background that (supposedly) their colleagues in the teaching profession have. The average university professor is a part-time teacher at best, but librarianship is always a full-time job. As a result, the professor regards the librarians as permanent service personnel who have no educational role to play in the university system. Librarians are not regarded as having enough experience to manage the library itself; they have very little control over the collection, more but not enough over the staff, and none at all over the budget.

The solution, however, does not lie in creating a separate and distinct profession which would war constantly with the 'old-line librarians'. Needless to say, with 32 universities to equip with at least adequate library facilities, a massive training program is needed which the university will have to supply by making the profession attractive and rewarding to those who practice it. The concept of the University library as having a central research function, which special libraries make readily available, is lacking in Perú. The University library is a loose aggregation of more or less independent special libraries. Cuzco, with its 30,000 volumes in two versions of the Dewey Classification in the central library, for 4,500 students, with 'departmental' libraries ranging from a few dozen to several hundred books, comes closest to being an organized centralized system. Certainly the poverty of the students should encourage the development of major library resources, if nothing else does, and the development, as well, of improved methods of teaching.

Traditionally, universities have used the worst methods longest. The problem of lectures dictated at a speed slow enough for all students to follow with notes in longhand is at the core of the slow development of University libraries. The question is not whether a change in the availability of library resources would automatically change the teaching methods, a rather sanguine expectation, but whether any change is possible if no materials are available. It is worse than useless to assign papers to the students when they have no resources to gain information from, no indexes to find the information, and no librarian help to bail them out of their problems as they arise. (A good librarian exerts a crucial influence on the student by getting him started on his research, pointing out short-cuts, but steadfastly refusing to do the work itself.)

La Molina kept its libraries open while the students struck and boycotted classes. A certain number of the students used the libraries, but for the most part the collections went unused, except by professional agricultural specialists who made use of the collection at the experimental station. Ingeniería planned to expand its library with vast additions, and there was considerable discussion of automated equipment which could be used in the work. The collection at Ingeniaría is about 25,000 volumes and La Molina has a total of 10,000 volumes, 4,000 of which are in the Experimental Station. La Molina with help from the Ford Foundation maintains 243 periodical subscriptions and is completing a library building with space for a collection of 100,000 volumes. San Marcos is planning a library building for 1,000,000 volumes and a general centralization of technical services and bibliographic records. These are plans, not realities.

The reality is often like the Universidad Pontificia (La Católica) which was founded in 1917. It has some 50,000 volumes scattered among eight faculties. The Faculty of Law has about 5,000 volumes, and a large collection of periodicals was still being sorted out after being dumped on the floors by the earthquake. None of the volumes was bound. The largest library is that of the Faculty of Letters and Philosophy which has some 30,000 volumes, a great part of them gifts, housed in an ancient building which was somewhat damaged by the earthquake. Because of the emphasis put on reading in these courses, seating for 50 students is barely enough to take care of the most avid and persistent students. Further reading space has been utilized in an adjoining room, but still only about 2 1/2 percent of the students can use the library at a given time.

La Molina is organized by the Library of Congress Classification as is the Faculty of Medicine of San Marcos. The other universities utilize either the old revision of Dewey or the new translation being prepared by the Pan American Union. Beyond this, there is the question of whether a library with closed stacks, and no university library has open ones, should undertake the classification of books at all by a recognized subject method. Fixed location would do as well as any other, for no library, except the Faculty of Medicine Library, has open stacks and the reasons given are always the same, and apparently accurate. If given a chance, the students of Perú will steal any book they can get away with.

Yet the universities and their students represent the biggest potential market for books, not only in quantity--for textbooks-- but in variety and quality for libraries. The fact is that any project which would seek to make model libraries of those now available would have far-reaching effects, not only in improving the quality of education that is possible, but in teaching the use of the printed word as a valid place to begin research and to conclude some kinds of it.

Public Libraries

To discuss the public libraries in Perú is to recount the history and achievements of the Fondo San Martín. It eas begun in 1947 under Law 10857, which provided that a special tax on jewelry be levied for the express purpose of providing funds to foster the creation and growth of public libraries. A far-reaching program has successfully avoided all the errors possible in a plan of library development.

The administration of the Fondo San Martín was put under the Ministry of Education indirectly and within the Biblioteca Nacional, so that the Fondo San Martín was independent of politics but not separated from the center of power. The supervision of thoroughly trained librarians in the Biblioteca Nacional provided for a program that could be accomplished (rather than one which settled idealistic matters first) and gave access to advice, volunteer help, teachers, and encouragement which proved vital as the program continued.

The next provision was equally important. While the central organization could and did give advice, even to the point of providing on-the-job training, the decision was made very early that the municipality itself should provide the basic support. No tax levied by the distant federal government could have the immediacy of library support within the community. This decision was the more important because communities tended to mistrust decisions made in Lima for the welfare of the local populace. The library was not forced upon an unwilling community, but it was provided to that community where the interest was represented by time and money.

The method for providing adequately trained librarians is still in process. While a local person is given a fellowship providing for his expenses for three months in Lima to study at the Biblioteca Nacional, a professional librarian gives up a vacation to go to the locality and organize the collection available. When the permanent librarian has completed his course in Lima, he returns to work a short time with the professional and then is left in charge. Whatever is necessary to complete the organization is done, and the library opens to the public (if it has not done so before), all within less than six months. The cost is minimal, about 80 soles per square meter. The library for Chiclayo cost 200,000 soles (about $8,000) and it is one of the larger libraries. So far 86 libraries have been established using this method.

Books are needed which can be distributed from the national center to the cooperating public libraries. Books in a copy-by-copy purchase are more costly than a bulk purchase for all the libraries would be, but the Fondo San Martín does not have the money to do more than distribute a few of the books needed free of charge. Very significantly, the books provided through the RTAC program have been greatly appreciated and sent in cataloged form to the libraries.

In fact, little of the AID program can have had such immense return on the small amount spent as the funds which provided the fellowships for librarians. Administered by Instituto Peruano de Fomento Educativo, this small amount of money has had the effect of several millions of Carnegie funds given at the turn of the century in the United States. A great danger is that the high cost of library buildings and library training in the United States will adversely affect the program of AID in its relation with the Fondo. While very much can be done with very little, it does not follow that a lot more will accomplish proportionately more.

Regional Technical Aids Center

Of primary importance in the development of public libraries in Perú has been the work of the Regional Technical Aids Center in Mexico. This organization produced technical books through the medium of making a translation available to a publisher and guaranteeing a certain sale, from 500 to 1,500 copies. Discussion with two publishers, Limusa-Wiley and UTEHA brought out the fact that publishers have been very happy with the arrangement. One publisher commented that sometimes a selection of books was rather remote from what is needed in Latin America and that more titles and better selection could characterize the program, but he said that this was a minor complaint. All in all he thought that the program was of vital importance to Mexican publishing. For some time the Regional Technical Aids Center published a great number of pamphlets but books, in particular textbooks, rather than pamphlets are to receive emphasis, because regular publishers in Mexico now put out material on agriculture likely to have a very large sale.

To summarize the effects of the Regional Technical Aids Center's program, the program has had a stimulating effect, that is; many more copies of books are produced than were formerly the case and many more titles are published each year in Mexico. The amount of export sale has increased from 1,300,000 pesos in 1960 to nearly 8,000,000 pesos in the last year. It is expected that this figure will be further increased in the years to come. Beyond the stimulation of many more copies, that is, editions enlarged from 2,000 to 3,000 and finally to 5,000 copies, there has been the general increase in the number of titles produced. UTEHA is producing an encyclopedia of science completely on its own, a project they would not have dreamed of if the program of the Regional Technical Aids Center had not proved itself so successful. The rights to publication for this great scientific encyclopedia cost $10,000 and will be published in 16 volumes. It will sell for $26.00 for each volume. In addition, many more technical works have been published outside the RTAC program.

THE BOOK INDUSTRY

The consensus of Peruvian publishers and booksellers is that Perú ranks about fourth in Spanish-speaking Latin America in terms of quality and quantity of printing and publishing, --with Mexico and Argentina at the top of the list and Chile third.

Many who have been in the book business for a number of years feel that Perú was the book-publishing leader in Latin America around the turn of the century. A succession of governments which did not encourage book publishing and which rarely bought books for schools and libraries tended to slow down further development. However, during the past decade, taxes on book publishing, importation of papers for book production, importation of book production machinery, and so on, have been eliminated; and many in the book business feel that Perú is moving fast toward a revitalized publishing sector of the economy.

For a country of 12 million people, there appears to be a good deal of printing and publishing activity, as well as a sizeable importation and distribution of foreign books.

Figures indicate that in 1963 (the first year in which Perú undertook an economic survey) there were some 677 million soles' worth of paper and paper products produced in the country. Although a good deal of this paper production may have been used for other than printing, at least 10,759 tons were of papers suitable for newspaper or book printing. Other figures indicate that some 147 million soles' worth of paper suitable for newspaper and book production were imported in 1964 (some 37 million kilos of paper) (Tables XXII, XXIII and XXIV).

TABLE XXII

MANUFACTURE OF PAPER AND PAPER PRODUCTS, PERU [a]

(Value in Soles)

1958	284,703
1959	344,667
1960	448,416
1961	524,485
1962	570,330
1963	677,395

[a] Estadística Industrial, Dirección de Industrias, Ministerio de Fomento, reported in Primer Censo Nacional Económico, 1963, Dirección Nacional de Estadística y Censos.

TABLE XXIII

PAPERS OTHER THAN INDUSTRIAL PAPERS PRODUCED IN PERU[a]

(Million Tons)

1958	8,803
1959	10,711
1960	10,051
1961	10,731
1962	12,070
1963	10,759

[a] Ibid.

TABLE XXIV

NEWSPRINT AND PAPER FOR PERIODICALS IMPORTED IN 1964, PERU (NOT INCLUDING INDUSTRIAL PAPERS) [a]

	Quantity in Kilos	Value in Soles
Total	37,073,925	147,296,743
Imported from:		
Chile	11,082,355	49,567,233
U. S.	3,916,916	16,489,076
Norway	1,367,909	4,451,079
Canada	4,442,925	18,868,515

[a] Estadística del Comercio Exterior, Ministerio de Hacienda, 1964. Soles convertible to dollars at 26.80 to one.

Printing production figures for 1963 indicate that 740 million soles worth of material was produced, of which about one-third was newspaper production, less than one-twelfth book production, and less for miscellaneous (Table XXV). The printing industry employs about 6,000 workers in Perú. Information on printing establishments can be found in Appendix and information on textbook production appears in Chapters 1 and 2.

TABLE XXV

PRINTING PRODUCTION, PERU [a]

(Value in thousands of Soles)

Year	Newspapers and Periodicals	Books	Total, Including Publications and Printing
1958	2,627	7,584	263,751
1959	5,934	8,368	325,483
1960	5,369	4,767	487,307
1961	4,308	6,120	524,729
1962	4,704	4,653	557,050
1963	48,697	28,460	739,587

[a] Estadística Industrial, Dirección de Industrias, Ministerio de Fomento, reported in Primer Censo Nacional Económico, 1963, Dirección Nacional de Estadística y Censos.

In 1964 Perú imported about 286,000 kilograms of paper-back books worth over 19 million soles, 391,000 kilograms of hardbound books worth 27 million soles, and 4,290 kilograms of deluxe-bound books worth 159,000 soles. It exported in the same year 16,585 kilograms of paper-bound books worth 163,196 soles (Table XXVI).

TABLE XXVI

PERUVIAN IMPORT AND EXPORT OF BOOKS, 1964 [a]

	Imports		Exports	
	Quantity in Kilos	Value in Soles	Quantity in Kilos	Value in Soles
Paperbacks, Pamphlets	286,966	19,122,033	16,585	163,196
Cloth, Cardboard, Leather-bound Books	391,334	27,123,362	none	none
Deluxe Binding	4,290	159,272	none	none

[a] Ministerio de Hacienda y Comercio, Superintendencia General de Aduanas, Departamento de Estadística.

The importation of printing machinery has been rising dramatically year by year, (Table XXVII), so the immediate problems in the Peruvian book industry do not lie in the area of printing capacity, nor is there any scarcity of outlets for books and printed materials.

In the Lima phone book alone, there are 164 bookstores listed; and one of the large book wholesalers in Perú estimates that there are about 300 bookstores in the country, plus about 1,200 outlets for periodicals and other generally non-book materials.

Publishing as distinguished from printing and the editorial process, as we know it, are almost non-existent. Although there are a number of printers and booksellers, and many authors who contract with printers and are willing to act as publishers, there are few publishers who are capable of conceiving book programs and publishing programs. In addition there are technical problems in marketing and distribution, which raise the price of books for the consumer and thus reduce the numbers of copies which can be sold.

Printing and Publishing

A basic problem in Perú is the relatively high cost of printing, even though duties have been abolished on the importation of printing papers and machinery if the machinery is to be used for book production. For better quality printing, Spain, Argentina, and perhaps even Chile are cheaper than Perú, even with transportation charges added.

Factors contributing to the high cost of printing in Perú are: (1) High fringe benefits for employees. There is collective bargaining resulting in new contracts every year on December 21 for the entire printing industry. These contracts are negotiated with the National Syndicate of Printing Workers, and increases generally match the rising cost of living and have averaged 16 to 17 percent per year during the past several years. (2) Social benefits and vacations. Of 260 working days in a year, nine national holidays and nine vacation days are given and one publisher feels that 75 percent of the workers' base salary is in social benefits. (3) Money is tight in Perú, and interest rates are quite high by U. S. standards. Several publishers in Perú (including Lulli, Mejía Baca, and the Librería Internacional) are clients of the Banco Popular. The prime rate at the current time is 12 plus one; and

TABLE XXVII

IMPORTATION OF PRINTING MACHINERY, PERU [a]

(Value in Thousands of Soles)

1958	12,128
1959	11,306
1960	17,429
1961	35,775
1962	38,812
1963	38,177
1964	44,930
1965	64,197

[a] Estadística Nacional, Dirección de Industrias, Ministerio de Fomento, reported in Primer Censo Nacional Económico, 1963, Dirección Nacional de Estadística y Censos.

large, well-established publishers are in the prime rate group. Credit is offered to these publishers for a maximum of 18 months, and publishers are considered as any other business. No special needs of publishing enterprises have been considered.

Bank managers with whom the team visited indicate that two problems combine to create a tight money situation: the International Monetary Fund requires high reserves of member banks, and this, plus the danger of inflation, causes credit problems. Although inflation appears to be partially checked, there is an inflationary tendency at about the seven percent level.

In addition to the private commercial banks, there are four government banks: an Agricultural Bank, an Industrial Bank, a Mortgage Bank, and a Mining Bank. It would appear that the government industrial bank could assist in financing a new publishing industry. Printing shops are considered industries, although it is not clear whether or not the government has assisted in the development of printing establishments through the Industrial Bank.

The team's printing production consultant was impressed with the printing capacity available in Perú, he was not always impressed with the quality of printing nor with the management of the printing establishments. Of 23 non-government printing plants visited, 10 were in Lima, eight in Cuzco, and five in Huancayo. A summary table of equipment in each of these plants and a general assessment of the ability to produce materials of an educational nature appears in the Appendix.

Manpower on the entrepreneural level in printing establishments is sufficient. Middle management people are needed, who are better trained. The craft labor force is now adequate. More people can be found and trained on the job as demand increases. As plant efficiency increases, printing costs may come down.

Similarly, printing equipment on hand is adequate for the present needs. More efficient use of available equipment could immediately increase output. Equipment presently on order should satisfy increased demand, and additional equipment can be in operation by the time future expansion is needed. Typesetting and printing machinery are no problem, but it is recommended that sufficient binding equipment be studied carefully in advance of actual demand.

Financial resources of the established entrepreneurs are as adequate for this industry as they are for the other Peruvian industries. A good number of well-established suppliers are functioning and expanding at present; others are developing.

Supplies are sufficient but expensive because most supplies must be imported. Peruvian production and ink production are increasing; and paper production should be a buyer's market by 1968.

The embryonic paper industry seems to be further expanding and Banco Popular is financing one of the larger paper-making efforts. A problem is that there are few access roads to the better supplies of pulp, and most paper is made of cane and cane residue. However, a wood pulp industry should be functioning in about six years according to present estimates.

Ink is presently available in adequate supply, but expensive because it is largely imported. The paint-manufacturing industry is established, and thus its natural companion -- ink manufacture -- is on its way; two are already in operation. Adhesives, thread, wire, and cloth, although imported and expensive, present no problems.

Most printing equipment in Perú is of German, English, and Italian manufacture. American printing equipment manufacturers have not made any effort to enter the market.

The printing industry is at the take-off point in Perú; and those interested in helping to develop this aspect of the book industry should examine the problems of this awakening industry, with special concern for middle management and marketing (see below). The Instituto Para Administración de Empresas (IPAE) and other groups might provide a seminar program to advise printers and publishers on credit, management, equipment, and manpower development, inasmuch as they are related to printing and publishing. The new National School for Graphic Arts in Lima should be assisted so that it can assume leadership in book production, layout, and design.

A unique situation exists regarding printing establishments --at least six were identified as having a connection of one sort or another with the Government. These include a small printing plant in the Ministry of Education Building, left when the AID predecessor was operating a "Servicio"; a plant in the National School for Graphic Arts (the school is just beginning and needs additional equipment); a plant in the National Pedagogical Institute (very small but receiving new equipment for the production of teacher training materials); a plant in the Ministry of Finance (a very fine plant serving all 12 Ministries of the Government at the present time, and which could be expanded to serve the book needs of the Ministry of Education); a newspaper plant of the Government newspaper, El Peruano, (a fine plant producing 15,000 newspapers of 24 pages each day); and the printing plant in the Colegio Militar (a fine, well-run book production plant). A study of these plants' printing capacities should be carried out to determine whether or not they are being used to their fullest. It is likely that they could all be consolidated under one management with immediate results such as more efficient operations, and with sufficient unused book production for an initial campaign involving free distribution of textbooks to the present elementary and high-school population. It should be possible to create a national printing office which would integrate and coordinate all Government printing efforts.

In addition, the newspaper plant of El Peruano (the government newspaper) has unused capacity which could be devoted to production of books or educational newspapers, such as My Weekly Reader and the Random House newspapers. To make such a program possible the Ministry of Education would have to design an appropriate program, and the Government would have to make the plant available for this kind of activity.

The Appendix B lists the major newspapers and periodicals published in Perú. Although we have no accurate circulation figures for most newspapers and magazines, the impression among publishers is that the public is becoming more reading conscious. This is partly due to the increase in mass communication, television, etc. Those printers and publishers who have made an effort to produce new kinds of books have often been reasonably successful, though few publishers have maintained a consistent effort to create and develop a particular book market.

In a meeting with the Book Chamber (the Cámara del Libro), made up largely of booksellers, a great need was expressed for simple books for people who are just beginning to read. The Chamber was interested in the possibility of small, easy-to-read booklets for poorly educated adults. A well developed mass marketing system exists in Perú for the distribution of such materials. The Book Chamber discussed the possibility of having ESAN develop workshops and training sessions where authors, publishers, and booksellers could learn more about the planning, production, and marketing of these materials.

Only one effort was attempted to create a popular market for books. This was a venture called Populibros Peruanos which was initiated several years ago by Manuel Scorsa, a publisher, and was a scheme to sell sets of five books each month, at 50 soles (less than $2 for the set). The initial sets were produced and sold in editions of 25,000 each month, but the edition was later reduced to 15,000; and finally was discontinued. There is a great deal of speculation as to why the scheme failed --not enough variety in the books; older books in the public domain; books were not of the highest quality; large editions were a drag on the market.

A comic series called Historias Gráficas is being published by Rodrigo E. Franco, a publisher and distributor. This is similar to our classic comics in the United States. Thirty thousand copies a month are sold on the history of Perú; the story is continuous and each copy sells for five soles each. Mr. Franco estimates that each copy of this comic series costs about 3.08 soles to produce; and with a 40 percent commission offered on the five soles sale price, the series is losing money. However, the publisher is attempting to build the series and is willing to take the loss.

The large number of newspapers and periodicals published and limited efforts to sell books in quantity would lead us to believe that there is a mass market for a variety of books in Perú, if editorial entrepreneurs and authors could be encouraged to work together, and if funds were available to encourage investment in this area. Peruvian government assistance agencies should provide technical assistance and the capital to encourage this kind of work.

There is some indication that inadequate marketing practices, including a rather chaotic price structure, may limit the possibility of popular publishing in Perú. However, there is a well established and lively marketing interstructure in Perú for printed materials; and what is probably needed is an infusion of capital and technical assistance so that what we know as publishing houses in the United States can be created.

Although we were unsuccessful in identifying publishing houses having consistently successful popular book programs, there are a number of such efforts producing and publishing high-quality, hard-bound reference and non-fiction books (usually in relatively small editions by U. S. standards, but in relatively large editions by Peruvian standards). Of particular significance are the publishing efforts of Juan Mejía-Baca, who conceives of long-term projects and investments before he realizes any returns. Originally, he produced university textbooks, but he has now withdrawn from this area since the University of San Marcos Press has become so strong.

Current efforts of Mejía-Baca are in general publishing, especially history. The care with which Mejía-Baca plans his publishing efforts is illustrated in a current series called Perú Vivo. Each volume is an autobiography of a famous Peruvian figure; following a format established by the publisher. In addition, each author gives a diagnosis of Perú's problems, a prescription, and a prognosis for the future. In each book are photographs of the author, a sample of his handwritten text, and excerpts from the book recorded on a 45 rpm record inserted in the cover.

There are eight books in the series, and more are planned, with the possibility of including famous personalities throughout Latin America.

The manuscripts are sent to Chile for printing and binding, with a hard cover and holder for the record, and 1,000 numbered copies of the book are published. A set of the eight books sells for 1600 soles (about $40), and each volume sells for 200 soles (about $5). The series was published in October of 1966, and by November 500 copies had sold. Because of the small edition, the price is high, and there is no immediate prospect for publishing large numbers unless the government purchases such items for schools and school libraries.

Another example of a Mejía-Baca project is a three-volume history of Perú (Historia Antigua del Perú,) by Luis Valcárcel. This history took 10 years to prepare, and the author received constant help and encouragement from the publisher. The set is well illustrated, beautifully printed and bound, and compares favorably to any major publishing effort of its kind.

To finance printing costs of the Historia, Mejía-Baca undertook a pre-publication advertising campaign and pre-sold 2,700 sets of the 5,000-copy edition at 1,000 sucres each ($100,000 total). The set was then printed in Argentina. (Argentinian printers are willing to offer credit to responsible publishers who are involved in pre-publications sales.

Within two years of publication, only 500 were left of this edition. Since costs of reprinting the set would be prohibitive unless continued sales were assured, and it is unlikely that a new edition will be forthcoming.

A high-quality book such as this should sell on the export market, but the book-export business is not well developed in Perú. Accordingly, the Government and technical assistance agencies might well provide some attention to this area of activity.

In order to insure sales of heavily invested projects, Mejía-Baca is pioneering in cooperative publishing efforts with publishers in other countries. He is currently working with a German firm to put out a German edition as well as a Peruvian one of a book on the Vicus civilization, which will include a comprehensive exposition of the archaeology of this 2,200 year-old civilization.

The publication of a 70-to-80-volume series of the 128 cronistas of Perú has been underway with American, French, and German publishers for the past 15 years.

Mejía-Baca illustrates that there is publishing competence in Perú. What is needed is a variety of assistance and support for the book-publishing industry so that greater investment in publishing enterprises will be feasible. So that authors, publishers, and booksellers can be encouraged to undertake risk ventures, and so that both the domestic and export market can be tapped. Perú has a good location, a stable currency, and the potential for producing good books cheaply. Perú should become more and more a center for regional distribution of books, as well as a producer for its own consumption.

The government must help book publishers to become more aggressive in publishing enterprises and in book export. For instance, book publishers have special requirements for credit and loans. Large investments must be made in a publishing enterprise before the book is ever marketed; and once marketed, income from the sale of the book is often spread over a long period of time. This is especially so if books are to be exported to other countries. Accordingly, special kinds of credit must be provided to the publishing industry.

Similarly, agencies designed to assist industrial development must think of publishing as a growth industry worthy of support. For instance, a number of book-related industries are affiliated with CONACO, the Consejo Nacional de Comerciantes. Affiliated with CONACO is the Sociedad de Industrias (the Society of Industries) which generally does not consider book publishing as an industry worthy of inclusion in its various activities. This situation should be remedied.

A number of text and general book publishers, have expressed interest in the Danish and German cooperatives. It has been suggested that ESAN and IPAE might sponsor workshops or seminars concerning cooperatives as they affect the publishing industry. The Cámara del Libro, made up largely of bookstore owners, distributors, and encyclopedia and reference book representatives, might be supported in efforts to undertake cooperative ventures.

There is talk of an Andean-Caribbean block --a kind of common market for Latin America. The Association of Free Trade for Latin America met in mid-November in Montevideo and included Bolivia, Perú, Ecuador, Colombia, and Panamá, plus several Caribbean and Central American countries. Special concerns of the book publishing industry should certainly be on future agendas of this group.

Book Marketing and Distribution

There are several book and magazine wholesalers in Perú, among them Libreria Arica, Librería Studium, and Distribuidora Inca. Each of these firms has a variety of special interests, including retail establishments of their own.

Distribuidora Inca is a sizeable corporation which handles a large foreign and domestic periodical distribution in the country, using a modified "forced sale" system similar to that of magazine wholesalers in the United States. Subsidiary companies include a firm which handles credit sales, 20 bookstores, a reading club, a company which sells overstocks and remainders, a company which handles street vendors, an investment firm, and an advertising company. It employs about 300, maintains about 30 million soles of inventory (including books in its 20 bookstores), services some 2,000 outlets in Perú (including 300 bookstores).

These outlets are categorized as follows: (1) Those who buy magazines; (2) Those who buy general books and magazines; and (3) Those who buy textbooks.

Distribuidora Inca is a firm geared to mass sale of popular items, with magazines being its prime stock in trade. However, it also handles elementary school readers encyclopedias, and dictionaries (estimates are that over 50 percent of elementary school texts are sold through Inca outlets).

On books giving a standard discount of 25 percent, five percent is deducted by the wholesaler who then gives 20 percent discount to the bookseller. The bookseller sells at the list price or higher (except in the case of periodicals which are standard price).

Obviously, then, the mechanism exists for the mass distribution and sale of popular reading material. Very few book appropriate to this mass market are available, and the system is used for distribution of periodicals and children's readers.

Librería Studium and Librería Arica, on the other hand, handle textbooks, university books and other items which are best sold through standard bookstores. As mentioned earlier, there are bookstore outlets in every part of the country, though there are problems in maintaining a good selection.

Interest charges are a deterrent to increased investment in large book inventories (especially foreign). Interest rates average two percent a month and 20 percent a year (booksellers and wholesalers are generally not offered the prime rate of 12 plus one). When the wholesaler must pay cash, he must advance money when ordering. The order may not be shipped for 30 days, the books may take another 45 days to reach Perú, and it may be another 90 days, even on a popular book, for money to return to the wholesaler. This means a delay of five or six months, thus adding at least 12 percent interest charges to the sale price of the book if the money is borrowed.

Established bookstores and distributors such as Studium and Inca have had considerable difficulty working out agreeable relationships with U. S. publishers and wholesalers. If books were sent on consignment, sales could be multiplied by virtue of the fact that the books are available to the buyer. An example of this is just such an arrangement between Studium and Dixson English Series, published by Regents. Two years ago, total sales of the Dixson Series in Perú amounted to $2,000. Since then, Dixson has sent books on consignment, and Studium has increased sales to $40,000. These books now account for 50 percent of the English-language textbooks used in Perú.

Other United States publishers have had similar experiences. Longman's Green now sends on consignment with payments due twice a year on books sold. Gregg Division of McGraw-Hill sends on consignment, and John Wylie is beginning to adopt this policy. Large importers such as Studium tend to work more and more with individual publishers and less and less with book export representatives such as Feffer and Simons because of the more attractive arrangements that can be worked out on series that have good sales potential. Many foreign publishers, however, will give no credit whatsoever. This means that the wholesalers must make sizeable investments many months before he can expect a return.

Peruvian book importers have had other problems with U. S. publishers. One of these has to do with dealings with libraries in Perú. Normally, a book distributor for bookstores will give a 10 percent discount to libraries. U. S. publishers, on the other hand will often send directly to a library at 20 to 30 percent discounts. This cuts into Peruvian sales to libraries to the point where local booksellers often do not make the effort.

A number of U. S. publishers recognize that they need aggressive sales representatives in Perú. Several have agreed not to sell directly to libraries, but to let booksellers and wholesalers handle library sales in Peru. We suggest a standardized policy be established by the U. S. publishing industry.

A major factor which confuses the book-buying public in Perú is the fact that there are no set prices on books when they are published. (With rare exceptions, as in the case of expensive, finely bound reference books and "prestige" editions sold on a subscription basis, often exclusively through the bookstore owned by the publisher.) Pricing of books must be standardized to facilitate promotion and advertising, although "fair trade" pricing would be unwise--if a bookseller wishes to discount, this should be allowed.

Books, when imported in quantity and by sea, average about six percent of their wholesale value in transportation costs. Internal distribution costs outside Lima average around seven percent of wholesale value since air distribution is necessary because of the unreliability of ground transportation. (Foreign periodicals are often imported by air at a cost of 40 percent of wholesale cost). A study of the problems of internal postal transportation of books, is indicated looking for ways in which the Government can facilitate and assure safe book transportation.

Newspapers offer a 15 percent discount on book advertising, and airline companies provide a 50 percent freight discount on the export of books. As mentioned, earlier, possible government incentives in the form of export subsidies should be a subject for future study and implementation.

Great interest was expressed among Peruvian entrepreneurs in the book industry concerning possible joint ventures with U. S. publishers. The survey team feels that such ventures would be of inestimable value. U. S. editors and editorial staffs would come to work with Peruvian publishers and U. S. Companies would invest with Peruvians in new kinds of publishing activity.

The U. S. government, now offers certain investment guarantees for those investing in joint ventures. Convertability of profits and loss through war risk and civil insurrection can now be covered at one-fourth of one percent per annum for each kind of coverage. Insurance against expropriation will probably be offered in the future, and it is highly recommended that the fourth kind of coverage against all other contingencies be offered.

TABLE XXVIII

PRINTING ESTABLISHMENTS WHICH HAVE A CONNECTION WITH THE GOVERNMENT[a]

Name and Address	Equipment	Management	Customers, Capacity, Production
Ministry of Education Printing Plant Ministry of Education Building A. Mariategui O., Dir.	1 linotype, not in use 1 Heidelberg cylinder letterpress, not in use 4 multiliths, 2 not in use 1 folder, 1 cutter 1 stitcher, 1 Robertson camera not in use offset preparation equipment	poor demoralized staff	general small printing few if any books poor work "This plant is shocking."
Escuela Nacional de Artes Gráficas, Àbraham Villanueva Ortega, Dir.	poor old school just beginning courses in typesetting, linotype and letterpress printing. Gov't., employers and union (5,000 members) sponsoring 60 students. No tuition. Day/night class.		
Printing Plant in Instituto Pedagógico, Salesianos High School, Avenida Brasil Lima, Perú	1 multilith, 1 camera 1 varityper UNICEF planned expansion of $250,000	to be trained, committee for prep. of materials for normal schools Dr. M. Martha Pajuelo Dr. Francisco Amado, I.P.N. Dra. M. Bustamante, I.P.N. Dr. José Zaragasa, UNESCO also UNICEF representative	serve needs of normal schools

(Continued on next page)

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[a] Evaluation by the Printing Production Consultant on the Survey Team.

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
Ministry of Hacienda Printing Plant, Basement of Ministry of Hacienda Lima, Perú	hand type, 1 new Ludlow 3 Elektron Linotypes (modern) 3 intertypes, 12 medium and small letterpresses 4 new medium cylinder presses, 3 ruling machines, 2 sheet folders, 3 trimmers, 2 stitchers, 1 Smyth sewing machine (new automatic)	very good	serving all 12 ministries "this is a fine plant; can produce many books."
El Peruano (newspaper) Lima, Perú Ernesto A. Benavente Serrano, Director General	hand type, 1 Nicoli (Italian Ludlow), 8 linotypes stereo department 1 new highspeed rotary sheetfed letterpress 2 lod small sheetfed cylinder letterpresses	very good	official newspaper of the country with circulation of 15,000--24 page daily. Plant could produce many books. Plant occupied 2-4 hours per day.
Leoncio Prado, Printing Plant of Colegio Militar General Juan Mendoza	hand type, 6 linotypes electrotypes, stereotypes, cameras, 4/color separation for photoengraving, large sheetfed cylinder letter-press and offset presses 1/2 color web offset Press 2 folding machines, stitcher 1 automatic book trimmer patent binder (on order)	very good, efficient	large list of textbooks capable of more work

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
IBERIA, Industrial Offset, S.A., Manuel Tellería 1842, Lima Sr. Raúl Denegri L., Director, Confitería 'Donofrio, ownership	full camera, art, preparation Offset: 4/color-1 Roland 88 x 126 cm 2/color-1 Roland 88 x 126 cm 1/color-2 Crabtree 65 x 88 cm. 1/color 3 medium Roland. Letterpress: 3 medium Heidelberg. 3/flatsheet folders and 1 automatic gatherer, stitching, punching, padding (calendar) 1 Roto-binder and 1/3 knife trimmer, 2 guillotine trimmers, bronzing and plastic cover forming equipment. At present no Smyth sewing	capable, progressive contacts and operations in Madrid. Muñoz de Inca does distribution for their own publications.	1. needs of Donofrio Ice Cream and Candy Company--advertising and commercial and calendars for parent company and for general trade. 2. Books for Elementary and High School for general trade and own (Iberia) publishing. 3. Contacts in Spain for editorial, art and preparation.
Andean Airmail and Peruvian Times, P.O. Box 531 (Carabaya 928) Lima, Perú Mr. C. N. Griffis, Publisher Donald I. Griffis, Manager	2 linotypes, 1 Ludlow Photo-engraving Letterpress and offset presses (Heidelbergs) Folding, etc. for 2 small newspapers, planned expansion to book publishing in 1967. Former German partner studying equipment needs.	good quality Starting to translate and publish with Herbert Moll of ABC	Times--6,000 copies Airmail--5,000 copies both in English, some books and commercial work now being done.

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
El Escritorio S.A., Pomabamba 774, Lima Oscar A. Torres V. (retired Father was Min. of War - 1945 and Education 1946)	Offset: 2/color-1/94 x 65 cm 1/72 x 54 cm 1/color-2/84 x 57 cm 2/45 x 35 cm Letterpress: 1/color-1/80 x 54 cm 2/52 x 36 cm 4 small job presses	seem competent, financial difficulty rumored no opportunity to verify	Sears, Roebuck, International Petroleum, all large banks, some school annuals, e. g. Revista de Villa María, some local magazines. Specialists in publishing, color work, catalogs, ruled books, notebooks, folding boxes. Now using only 50% capacity.
Héctor Rozas Luna, prop. Jirón Canete 323 Lima, Perú	hand composition 1 linotype (on order 4 medium Heidelberg platten presses-letterpress 1 medium Heidelberg cylinder press 56 x 77 cm 1 medium Heidelberg cylinder press 25"x 38" cm (on order) hand binding--perfect binder (on order)	progressive related to Rozas in Cuzco	general commercial-now entering book field
Cromox Ink Co., Avenida Colonial 1450 Lima, Perú Braulio Quevedo and Sr. Fiasco--Engineer	ink mixing and packaging agents for Sinclair and Valentine Ink Manufacturing Co. 611 W. 129 St., N.Y.C.		
Expreso, Ica 646, Lima Manuel Ulloa	full newspaper plant including 4 color, 2 editions daily, 130,000 circulation, 250,000 on Sunday Children's magazine, Thursday. educational in 4 colors.	progressive and alert	own newspapers, full capacity in use

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
Industrial Gráfica, S.A. Chavin 45, Lima Francisco Campodonica Director	presently expanding 4 linotype, 1 Elektron with tape (on order) up to date offset for color and black and white Offset: 2-s/color 58 x 76 cm 1 Web (on order) 1 Perfecting Offset 25 x 38 1 color, 1 Duplex Rotary Letterpress, 1 color 5 small job presses 2 large letterpress sheetfeds 1 Smyth sewing machine 2 folders, 2 trimmers 1 Rosbach stitcher 1 Collater (5 stations)	progressive, well educated well financed	local magazines, book publishers commercial customers
Grafica "modelo", Arequipa 517, Huancayo, Perú Miguel A. Peralta Raez	hand type, 2 Heidelberg letterpresses (9 x 12, 12 x 18) 1 Kluge platten letterpress 1 Photoengraving and offset camera (Klimsh), 1 Davidson 40 x 44 cm (on order-offset) 1 cutter, 1 stitcher, 1 drill press (no binder), 3 ruling machines, Now setting up an offset department	good, progressive, expansion underway, capable of book production in 6 months	general small town printing
Imprenta Amauta Plateros 383 Sr. Daniel Vargas Díaz, Proprietor	hand type, 1 Ludlow 4 platten letterpress 2 Heidelbergs, 1 stitcher 1 ruling machine, 1 cutter	good	good commercial, could do books

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
Garcilazo, Imprentas Avenida Ayacucho, Cuzco	hand type, 1 linotype 5 platten letterpresses 1 Nevi (Italian) sheetfed cylinder press 14 x 18, 1 stitcher, cutter multilith, ruler	good ownership-Lottery of Asociación Beneficiencia	general commercial printing lottery tickets, some books (University, etc.)
U.N. Inst. Nacional de Formación de Instructores Avenida Arequipa 520 Huancayo Ulises	good small print shop 1 Rex Rotary, mimeograph 1 ditto machine, 1 A.B. Dick Offset and Preparation equipment. UN school for training craft teachers in mechanics, welding, carpentry, wood carving, electricity, automotive, diesel, ceramics, weaving, jewelry making, etc.	A well run school with a fine director	could train printers and make books
El Sol Newspaper Cuzco, Perú	2 linotypes, hand type 1 sheetfed letterpress (8 pages tabloid) photoengraving shop (poor but functional) stereo shop (poor but functional) camera and dark room (poor but functional)	poor but hard working, complete though impoverished plant circulation 3,000/day	daily newspaper (communist) plant used only 2-4 hours per day productively

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
El Comercio, Cuzco Sr. Lomellini	Hand type, 2 linotypes photoengraving and stereo 3 sheetfed cylinder presses letterpress (8 pages) 1 Rotary (on order) 1/2 color Heidelberg (on order)	good	daily newspaper, 5,000 circulation, could print books, plant use only 6-8 hours per day
Imprenta Castillo, Cuzco	1 C & P platten press (10 x 15 hand type) 1 small cutter, very small plant	poor	could print lesson plans, teaching aids, etc., no books
I.P.S.A., P. Nuevo 208 Cuzco, Perú	hand type, 6 platten letterpresses 1 cutter 1 Heidelberg, 1 ruling machine 1 stitcher		general commercial work, could do small books
Imprenta Mercantil Plazoleta Silvac 156 Cuzco, Perú	hand type, 1 Davidson 3 small platten letterpresses	fair	general commercial printing could do books
La Voz del Huancayo Huancayo, Perú	1 sheetfed newspaper cylinder press, letterpress (8 x 2 per sheet), 3 Chandler & Price platten press 1 linotype 1 guillotine trimmer hand type, silk screen equipment (posters)		small daily newspaper plant utilized 4-5 hours/day

(Continued on next page)

TABLE XXVIII (Cont.)

Name and Address	Equipment	Management	Customers, Capacity, Production
Imprenta Santa Rosa Jirón Puno 202 Huancayo, Perú	hand type, offset - 1 Davidson 44 x 45 cm 1 color letterpress 1 Heidelberg - 12 x 18 1 color, 1 Gordon 6 x 9 - 1 color platten press 1 Niebob 12 x 18 1 color platten press 1 pen ruling machine 1 stitcher, 1 cutter, no camera	fair	general small town commercial work. Capable of simple book, one done as a beginning reader "Quiero Leer". Out of stock
Imprenta Rozas, Recuay 325 Lima, Perú Sra. Consuelo Ponce de Rozas (widow of owner)	hand type, 1 linotype 4 medium platten presses letterpress, 1 medium cylinder press, 1 guillotine cutter 1 wire stitcher	poor	general small commercial capacity not realized due to death of owner
San Marcos University Press Restauración 317 Brena Lima, Perú Alberto Tauro del Pino Director	hand type, 3 linotype 4 medium size letterpresses flatbed cylinder presses 2 C & P platten presses 1 sheet folder, 1 guillotine cutter 1 wire stitcher, 1 Smyth sewing machine, hand, backing, case making and casing in	old fashioned	San Marcos University-books and pamphlets, capacity not fully realized
Pinturas Titana S.A. Brena Pomabamba 702 Lima, Perú Sr. Augusto Mulanovick	Ink manufacturers NO TIME TO VISIT	recommended by: Sr. Able Labarthe Society of Industries Los Laureles 365 San Isidro, Lima, Perú	

APPENDIX A

LIST OF CONTACTS VISITED

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National College of Our Lady of Guadalupe
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National Engineering University
Lima

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Center of Documentation and Pedagogic Information
Ministry of Education
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Mens' Pedagogical Institute
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Cultural Affairs Officer
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Director of Secondary Education
Ministry of Education
Lima

Jorge Basadre
Avenida Orrantia 798
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Juan Basso
Director of Promotion
Institute of Industrial Promotion
Plaza Casteñeta
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Antonieta Bayón, Director
Callao Municipal Library
Esquina Calles Teatro y Colón
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Ernesto Benavente Serrano
El Peruano
Jirón Quilca 556
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Armando Benítez O.
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Distribuidora Inca, S. A.
Lima

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Ministry of Education
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Chavín 45
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United Nations Advisor
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Librería Studium
Head, Crédito Editorial Ayza, S.A.
Head, Distribuidora de Libros del
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Assistant Director
Educational Planning Board
Ministry of Education, 10th floor
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Humberto Damonte Larrain
Editora Moncloa
Lima

Juan Daniel de Aguilar V., Head
Primary Education Curriculum Committee
Textbook Authorization Committee
Ministry of Education
Lima

Aida de Anat, Director
National Library
Avenida Abancay
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Ruth de Barnet, Assistant Director
Library
National Agricultural University
La Molina

Javier de Izcue
Banco Popular
Huallaga 380
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Iberia
Manuel Tellería 1842
Lima

Edward Dew
Peace Corps
Moncayo

Emilio D'onofrio, President
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Bi-National Cultural Center
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APPENDIX B

NEWSPAPERS, MAGAZINES, AND BROADCAST SOURCES, PERU

Newspapers and Periodicals (Lima)

Daily Newspapers (Spanish)

El Comercio	Morning
El Comercio Gráfico (tabloid)	Afternoon
La Prensa	Morning
La Tribuna	Morning
Expreso (tabloid)	Morning
Extra (tabloid)	Afternoon
La Crónica Primera (tabloid)	Morning
La Crónica Tercera (tabloid)	Evening
Ultima Hora (tabloid)	Noon
Correo	Morning

Daily Newspapers (Chinese)

- Man Shing Po
- La Voz de la Colonia China
- Diario Comercial Chino (monthly)

Daily Newspaper (Japanese)

- Perú Shimpo

Periodicals

20 de Agosto (Callao)	
Nosotros	Bi-monthly
Buen Humor	Weekly
El Mercurio	Weekly
Nueva Acción Peruana	Monthly
La Voz del Chofer	Monthly
Cooperativista	Monthly
Federación	Monthly
Incendio	Monthly

Provincial Daily Newspapers

Arequipa -	Noticias	Morning
	El Pueblo	Morning
	Correo	Morning
Cuzco -	El Comercio	Morning
	El Sol	Morning
Cañete -	La Voz del Pueblo	Morning
Cerro de Pasco -	La Antorcha	Morning

Chancay -	La Voz de Chancay	Occasional
Chiclayo -	El Tiempo	Morning
	La Industria	Morning
	El País	Morning
	La Razón	Monthly
	El Horizonte (Monsefú)	Occasionally
Chimbote -	El Santo	
	El Faro	
Chincha -	La Voz de Chincha	
Huacho -	El Imparcial	Evening
	La Verdad	Morning
Huancayo -	La Voz de Huancayo	Morning
	Correo	Morning
Huánuco -	Actualidad	Morning
Ica -	La Voz de Ica	Evening
	La Opinión	Morning
Iquitos -	El Oriente	Morning
	El Eco	Evening
Jauja -	El Porvenir	Morning
La Oroya -	La Opinión Popular	Morning
Nazca -	Noticias	Morning
Pacasmayo -	La Unión	Evening
Pisco -	La Reforma	Morning
	Independencia	Morning
Piura -	La Industria	Morning
	El Tiempo	Morning
	Correo	Morning
Puno -	Los Andes	Evening
	Noticias de Puno	(edited in Arequipa)
Tacna -	La Voz de Tacna	Morning
	Sur	Morning
Tarma -	La Voz de Tarma	Morning
Trujillo -	La Nación	Morning
	La Industria	Morning
	El Liberal	Morning
	El Norte	Morning

Magazines and Reviews (With approximate circulation)

Social	
Caretas	24 times yearly
El Mundo	12 times yearly
Gente	12 times yearly
Huerequeque (Chiclayo)	
Mundo Diplomático y Social	
Oriental	12 times yearly
Cultural	
Cultura Peruana	6 times yearly
Agricultural	
Almanaque Agropecuario	Annual
La Montaña de Oxapampa	Monthly
El Agropecuario	5 times yearly
Mensajero Agrícola	Monthly
Perú Agronómica	Quarterly
Selección Agropecuaria	2 times yearly
La Vida Agrícola	Monthly
Chacra	6 times yearly
Engineering and Construction	
Boletín de la Sociedad de Ingenieros del Perú	Quarterly
Ingeniería Civil	Bi-monthly
Construcción e Industria	Monthly
El Arquitecto Peruano	7 times yearly
Ingeniería Peruana	Bi-monthly
Industriales	
El Directorio Fabril	Bi-monthly
Industria Peruana	Bi-monthly
Fed. Textil	Bi-monthly
Perú Textil	Bi-monthly
Banco y Comercio	
Asociación Cámara de Comercio	Monthly
Boletín Cámara de Comercio de Lima	Monthly
Federación de Empleados Bancarios	Monthly
Boletín Peruano de Importaciones	Daily
Comercial del Perú	
Comercio	Monthly
El Bancario	Bi-monthly
Guía Vernal del Perú	Bi-monthly
Inversiones	Bi-monthly
Panorama Portuario	Bi-monthly
Presente	Bi-monthly
Ritmo	Monthly
Síntesis Seminal	Weekly
Ventas	Monthly
Ejecutivo de Ventas (Rev. de A. D. V.)	Monthly
Religious	
Avanzada	5 times yearly
Misiones Dominicas	Bi-monthly
Perú Joven	5 times a month

Tourism, Automobiles

Federación de Chóferes del Perú	Monthly
El Automóvil	Monthly
Su Manual de Manejo	
Transportes Peruanos	Monthly
Turismo Latinoamericano (in Spanish and English)	Bi-monthly
Viajes	Fortnightly
La Voz del Chófer	Bi-monthly
El Cooperativista	Bi-monthly

Medicine

Cirugía	Bi-monthly
Academia Peruana de Medicina	Bi-monthly
Cirugía Oral	Quarterly
Crónica Médica	Monthly
Hospital del Niño	Quarterly
La Reforma Médica	Bi-monthly
Revista Médica Peruana	6 times yearly
Sanidad de Policía	Bi-monthly
Tribuna Médica	Monthly

Institutional

Club Andinista Cordillera Blanca	Annual
Club de Leones	Quarterly
Directory of English Residents	
Revista Italiana	Weekly
Perú Centro	
Rotary Club	
Revista Municipal del Rimac	
Revista "Breña" (Breña City Hall)	
Revista Peruana de Andinismo	Bi-yearly

Aeronautics

Aviación	Quarterly
Forjando Alas (Las Palmas)	Annual

Naval

Revista de la Marina	Bi-monthly
Revista Orlo (Naval Academy)	Annual

Economics

Actualidad Económica	Monthly
El Contador Público	Quarterly
Guión	Monthly
Mundo Económico	5 times a month
Perfil Económico	Monthly

Fishing, Cattle

Pesca	Monthly
Veterinaria y Zootécnica	Quarterly
Vida Ganadera	
Mundo Pesquero	Bi-monthly
Perú Pesquero	

Police

Revista de la Guardia Civil	Bi-monthly
Revista de la Policía Técnica	Monthly

Military	
Actualidad Militar	Monthly
Mining	
Sociedad Nacional de Minería y Petróleo	
Universidad Nacional de Ingeniería	Monthly
Minería	Bi-monthly
Anuario de Minería	Annual
Boletín de la Sociedad Nacional de Minería	Bi-monthly
Technical	
Asociación Electro-técnica Peruana	Monthly
Radio Nacional	
La Voz del Telégrafo	Monthly
Women	
Gladys	Monthly
Hogar Moderno	Monthly
Íntima	Monthly
Teaching	
Educación y Cultura	
Noticias Escolares	5 times a month
Selecciones Escolares	5 times a month
Vida Universitaria	
Racing	
Cómo Ganarse la Polla	Weekly
Estudie su Polla	Weekly
Hipódromo	Quarterly
Informational	
Lea	
Minerva	
Peruvian Times	Weekly
Peruanishe Post (German)	Weekly
Tele-Revista	Monthly
TV-Guía	Weekly
TV Expreso	Weekly
Vea	
Cine Programa	Weekly
Political	
Vanguardia	

Television

Lima

Television Channel 13	Panamericana
Television Channel 9	El Sol
Television Channel 4	América
Television Channel 2	Teledós
Television Channel 7	Government Station, non commercial

Provincial

Piura	
Chiclayo	Channel 9
	Channel 4
Trujillo	Channel 7
	Channel 6
Chimbote	Channel 9
Cuzco	Channel 4
Tacna	Channel 2
Huancayo	Channel 3
Arequipa	Channel 6
	Channel 2

Number of television receivers (estimates)

Lima	150,000
Provinces	31,000

Radio Stations (Stations have names, not call letters)

Lima

América
Atalaya
Agricultura
Cien (FM)
Continente

Central
Callao
Cultura S.A. (La Punta)
Expreso
El Sol
Excelsior
Inca
La Crónica
Libertad
La Voz de Oriente
Lima
Lux
Miraflores
Mundial
Nacional (Government station, non-commercial)
Onda Popular
Once Sesenta (1160)
Panamericana
Pacífico
Sudamericana de Lima
Reloj
Selecta
Santa Rosa
Victoria
Unión

Sound trucks operate at "La Herradura" Beach (Jorge Peláez Rioja) and "Ventanilla" beach (Producciones Marinas S. A.); also at the markets of "Limoncillo" and "Baratillo" (Publicidad Guerrero). There are also operations in the districts of San Martín de Porras (Publicidad Jos-Vic) and San Antonio.

Number of Radio Receivers (estimated):

Out of 360,000 homes 92 percent have radio receivers, which means 332,000 receivers in Lima.

Only 140,000 homes were counted in the provinces, out of which eight percent had at least one radio receiver.

In 1960, Sidney Ross requested Radio San Cristóbal to make an estimate that reached 650,000 radio receivers in all the nation.

A conservative 10 percent annual increase would represent 950,000 radio receivers for the nation.

Provincial Radio Stations

TUMBES	La Voz de la Frontera Tumbes Nacional (non-commercial)

Source: Marketing Guide to Perú, U. S. AID (Lima), December 1965, pp. 159-162.

APPENDIX C

A LIST OF PUBLISHERS, DISTRIBUTORS, BOOKSTORES AND PRINTERS

Central Peruana de Publicaciones, S. A.

Avenida Bolivia 154
Casilla Postal: 4978
Tel. 79495
Cables: "Centralperu"
Gerente: Alfredo Laberese

Ediar Editores, S. A.

Carabaya 616, Oficina 15
Tel. 74902
Gerente: Miguel Angel Roberts

Editorial Amazonas, S. A.

Avenida 28 de julio 539
Casilla Postal 3192
Tel. 42376
Gerente: Marco Polo Juliao

Editorial Ausonia Talleres Gráficos, S. A.

Francisco Lazo 1722, Lince
Tel. 25037
Gerente: Alejandro Urbano

Editorial F. T. D.

Riva Agüero 391
Casilla Postal 2266
Tel. 80080

Librería y Distribuidora Nacional

Puño 404
Tel. 70672
Propietario: Mauro Pérez B.

Editorial H. G. Rozas, S. A.
(Printers and bookstore)

Avenida Sol 380
Casilla Postal: 1
Tel. 2050
Cables: "Edirozas"
Gerentes: Gustavo Rozas L.
Héctor Rozas L.
Cuzco, Perú

Editorial Losado Peruana

S. C. R.
Camaná 782, Casilla Postal 472
Tel. 79217
Cables: "Edilosada"
Gerente: Jorge I. Billorou

Field Ediciones, S. A.

Bolívar 374 A, San Miguel
Casilla Postal 126
Gerente: Federico Field Storace
Tel. 48321

Librería Internacional del Perú; S.A.

Unión 879
Casilla Postal 1417
Tel. 77897 - 79330
Cables: "Libinter"
Gerente: Rodrigo Franco

Librería Studium, S. A.

Camaná 939
Casilla Postal 2139
Tel. 35993
Cables: "Studium"
Gerente: Andrés Carbone

Selección Contable, S. A.

Pachitea 137
Casilla Postal 2487
Tel. 84690
Gerente: Esther Knell

Agencia Importadora y Distribuidora "Ideal"

Zepita 369
Casilla Postal 330
Tel. 91743
Gerente: Guillermo Solís G.
Callao

Almacénes Santa Cecilia

Arequipa 737
Tel. 3596 - 2357
Gerente: Jorge Canasco F.
Piura, Perú

Distribuidora Bendezú

Puno 431 - 435
Tel. 71145
Gerente: Moisés Bendezú

Distribuidora Bendezú

Puno 327
Propietario: Fabio Bendezú

Iberia, S. A. (Printers and publishers)

Manuel Tellería 1842
Tel. 41609
Gerente: Raúl Denegri

Distribuidora Inca, S. A.

Emilio Althaus 470, Lince
Casilla Postal 3115
Tel. 29302
Cables: "Dinsa"
Gerente: José Muñoz R.

Librería e Imprenta Ferreira Hnos.

San Martín 149 - 153
Tel. 2181
Gerente: Alcides Ferreira
Pisco (Ica), Perú

Librería e Imprenta Liza Francis

Colón 221
Casilla Postal: 282
Tel. 91688 - 91355
Cables: "Liza"
Gerente: Hugo Liza Francis

Librería Mejía Baca

Jirón Azángaro 722
Tel. 74067
Gerente: Juan Mejía Baca

Librería e Imprenta Salesianos

Avenida Brasil 218
Tel. 39225
Gerente: Padre Alejandro

Librería San Martín

Miró Quesada 266
Tel. 70883
Gerente: Max Alfaro

Editorial Bruño

Avenida Arica 601
Tel. 44134
Gerente: Brother Héctor Velarde
(La Salle School)

Editorial Leoncio Prado (Colegio Militar)

La Perla, Callao
Tel. 91539
Gerente: Abelardo León de la Fuente

Imprenta Amauta

Chota 969
Tel. 45086
Gerente: Sifrido Mariategui

Imprenta El Condor

Pomabamba 770
Tel. 31576
Gerente: Héctor Montoya

Imprenta Minerva

G. Prada 536
Tel. 56274
Gerente: Rafael Castro

Industrial Gráfica

Chavín 45
Tel. 47721
Gerente: Sr. Campodónico

APPENDIX D

MEMBERSHIP OF THE BOOK ASSOCIATION OF PERU

Central Peruana de Publicaciones

Sr. Alfredo Walter Ladereche
(Gerente General)
Mario G. Capella - Gerente de Ventas)
Avenida Bolivia No. 154
Tel. 79495 - Apartado 4978

Editorial González Porto

Dr. Santiago Carrera del Castillo
(Gerente General)
Belén No. 1083
Tel. 77056
Sr. Eladio Vivar - Gerente de Ventas
Unión No. 731
Tel. 78483 - Apartado 1858

Editorial Ayacucho

Sr. Reynaldo Huldisch Wagner
Camaná No. 280 Of. 702
Tel. 79667
Apartado 131

Librería Studium

Sr. Andrés Carbone Obradovich
Camaná No. 941
Lima
Tel. 35993

Ediciones Selectas

Sr. Ciro Lora
Camaná No. 744
Lima

Ruiz y Brito

Sr. José Brito
N. de Piérola 955
Lima
Tel. 78440

Plaisir de France

Sra. Carmen Ortíz de Zevallos
N. de Piérola No. 958
Tel. 80535

The University Society, Inc.

Dr. Pedro Jarque de Leiva
N. de Piérola No. 798
Tel. 33471

Librería A. B. C. Bookstore, S. A.

Sr. Herbert Moll
Ocoña No. 149
Corpac 282 - S. Isidro

Librería "El Inca"

Sr. Stuart Harrinson
Pachitea No. 270
Tel. 81754

Central Librería del Perú, S. A.

Sr. Pedro Cáceres
Callao No. 458, 2ndo. Piso,
Oficina 201
Tel. 71703
Apartado 2110

Ediar Editores, S. A.

Sr. Miguel A. Roberts
Carabaya No. 616, 2ndo. Piso
Oficina 15
Tel. 74902
Lima

3

Editorial Ateneo

Sr. Samuel Rudoy
Unión No. 284, 3er. Piso
Tel. 74681
Lima

Editorial Losada

Sr. Jorge Billorou
Contumazá No. 1050
Tel. 79217
Apartado 472

Field Ediciones

Sr. Federico Field Storace
Bolívar No. 373
San Miguel
Tel. 48321

Librería Atlántida

Sr. Augusto Wilson
Cuzco 129
Tel. 78645

Librería Internacional

Sr. Mathew Shipman
Unión No. 879
Tel. 77897 - 79390
(T. 79926 - Sr. R. Franco)

Sanmartí & Co.

Sr. Carlos Vinatea
A. M. Quesada No. 428
Tel. 70883 - 70080

W. M. Jackson, Inc.

Sr. Marco Polo Juliano
Unión No. 732
Tel. 78947 - Ap. 2587
(Tel. 76971)

Editorial Bajel

Sr. Reynaldo Jauregui
Avenida República del Portugal 226
Tel. 34142 - 46547

Librería Continente

Sr. Juan de Dios Merel
Camaná No. 972 - "A"
Lima

Hernán Crespo Firpo, S. A.
Quilca No. 269
Avenida Wilson 955
Oficina 501 - 503
Tel. 36854

Librería Distribuidora "San José"

Sr. Alfredo Mayorga
Camaná No. 955
Tel. 34149
Lima

Librería La Universidad

Sr. Nicolás Ojeda Fierro
N. de Piérola No. 639
Tel. 82461
Lima

Distribuidora "Inca", S. A.

Sr. José Muñoz - Gerente General
Sr. José Godard - Apoderado
Emilio Althaus No. 470
Lince
Tel. 29303 - 29302
Apartado 3115

Distribuidora Capelletti

Sr. Enrique Capelletti
Moquegua No. 305
Tel. 78645 - 73343
Lima

Librería Agencia Universal

Sr. César Guerra
N. de Piérola No. 1140
Lima

Editora "Derecho Privado", S. A.

Sr. Oscar Roberts
Rufino Torrico No. 671
3er. piso, Oficina 4
Tel. 78259

Importadora y Distribuidora "Iris"

Sr. Egón Rosenfeld
Moquegua No. 336
4to. piso, Oficina 401
Tel. 80120

"Carrasco Libros", S. A.

Sr. Ismael Carrasco Capelletti
Pasaje Correo No. 26
Tel. 76969
Apartado 2960

Agencia de Fondo de Cultura Económica

Sra. Magda Portal
Lampa No. 865
Tel. 84643
Apartado 4512

Importadora y Distribuidora "Rivera"

Sr. J. Luis Rivera
Adahuaylas No. 1156
Tel. 74372
Lima

Librería "El Ayllu"

Sr. Luis Barrantes Castro
Carabaya No. 794
Lima
Tel. 77689

Librería "Arica", S. A.

Sr. Boris Romero Accinelli
Paseo de la República
San Isidro - 3285
Tel. 35854 - 24228
Apartado 3537

Editorial Alborada

Sr. Esteban Luna Peña Jr.
Puno 652 - "B"
Tel. 79978
Apartado 5275

Librería Católica "Santa Rosa"

Sr. César Montenegro Meléndez
Cailloma No. 347
Lima
Tel. 77157
Apartado 4937

"El Burrito" Libros y Ediciones

Sr. Jorge Almenara Z.
Galerías Mercaderes No. 116
Tel. 84436 - Apartado 3956
Lima

"Omeba" Editora Peruana, S. A.

Sr. Edgar Braunstein
Unión No. 284, 5to piso, Of. 58
Tel. 77462 - Apartado 4530

Sr. Raúl Ferreyra C.

Moquegua No. 284, Of. 512
Apartado 4149
Lima

Mario Fabri y Cía., S. A.

Sr. Mario Fabri
Breña No. 284
Tel. 32506
Apartado 1722

"Cultural Peruana", S. A.

Sra. Josefina de Ayza
Apurimac No. 311
Tel. 74779
Lima

Sociedad Librera Interamericana, S. A.

Sr. Leopoldo Cavero Castro
Callao No. 107, Oficina 202
Tel. 77502
Apartado 5402

Francisco Moncloa Editores, S. A.

Sr. Humberto Damonte
Tel. 75526
Apurimac No. 337 - 1 - "A"
Lima

Librería "Lo Mejor"

Sr. Saturino Sancho
Bolognesi No. 475
Magdalena
Tel. 83400

Grolier del Perú, S. A.

Antonio Silveira-Rodríguez George
Chincha No. 226, Oficina 604
Lima

Distribuidora "América," S. A.

Sr. Salvador Quintero Saavedra
Carabaya No. 420
Tel. 73666

Librería "La Familia"

Sr. Enrique Bernardez
Puno No. 157
Tel. 70227

Papelería "La Merced"

Sr. Eduardo Patroni
Unión No. 560
Tel. 77463
Lima

Distribuidora de Libros del Pacífico

Sr. Andrés Carbone Montes
Camaná No. 953
Lima

Editorial Iberoamericana

Sr. Adrián Univazo Zela
N. de Piérola No. 643
Oficinas 301-302
Apartado 5939

La Americana del Perú, S. A.

Sr. Juan A. Olcese
Unión No. 446, Oficina 902
Tel. 81681

Editorial Renacimiento Peruana, S.A.

Dr. Santiago Carrera del Castillo
Belén No. 1091-95
Tel. 80522 - Apartado 855
Cable: Edirepsa, Lima, Perú

Lima, 27 de julio de 1966.

RELACION DE SOCIOS DE LA CAMARA PERUANA DEL LIBRO

Librería Atlas

Sr. Carlos Pérez Bendezú
Azangaro No. 892
Lima

Editorial Amazonas

Sr. Luis Zurek
Avenida 28 de julio No. 539
Tel. 42376

APPENDIX E

MEMBERS OF THE PERMANENT COMMISSION TO REVIEW PRIMARY SCHOOL TEXTBOOKS, NOVEMBER, 1966

President: Normalista Juan Daniel del Aguila Velázquez,
Jefe, Departamento de Textos Escolares

Members: Normalista Enrique Bomez Espinosa
Normalista Francisco García Campana
Jefe, División de Pedagogía
Normalista Leopoldo Best Ramos
Jefe, División de Planeamiento
Normalista Sixto Ordoñez Loly, Supervisor
Normalista José Luis Partón Manrique, Supervisor
Normalista Rebeca Willstater Grey, Maestra de Escuela
Normalista Lino Velázquez Alcántara
Jefe, Division Alfabetización
Normalista Manuel Vargas Torres, Supervisor

Source: Columbia Teachers' College Files and Ministry of Education

APPENDIX F

SECONDARY TEXTBOOK APPROVAL COMMISSIONS, ESTABLISHED BY MINISTERIAL RESOLUTION NO. 2732, June 16, 1965,

(Pursuant to Supreme Resolution No. 035 of January 15, 1965, establishing such permanent commissions.)

Psychology and Philosophy

Gonzalo Arizola Tirado
Guillermina Gutiérrez de Gorritti
Luis Gilberto Mendivil Arruiseño
Luis Landeo Pineda
Isaac Alvarez Castro

Language and Literature

Manuel J. Valenzuela Valdéz
Emilio Champion de la Cadena
Luis Ego Aguirre Benvenuto
Luis S. Valderrama Díaz
Mercedes Pastor de Bueno

Historia del Perú -- Peruvian History

Rómulo Algre Valderrama
Adrián Albarracín Goycochea
Juan Rivera del Capio
Nemesio Reyna Farje Peña
Luzmila Más

Historia Universal -- World History

Manuel Aranibar Barrantes
Leonor Brena Pacheco
Adriana Cabrejos de MacLean
Eugenio Arián Fiscalini
Augusta Pimentel Carty

Geography of the World and Perú

Carlos Miranda Maradiegue
Rosario Ruíz de Mancisidor

Civics, Politics, Economics

Gonzalo Arizola Tirado
Graciela Vera Portacarrero de Linares
Germán Torres Lara
Aida Ponce de León G. de Ruíz de Castilla
Julio Gutiérrez Rodríguez

Mathematics

Noé Bazán Peralta
Carlos Clavo Rivera
Miguel Rojes Valdivieso
Francisco Amado Barrionuevo
Esther Fernández Dávila

Physics and Chemistry

Carlos Bravo Pinto
Aurea Tejada Barba
Víctor Rondinel Ruíz
Jacinto Mujica Arana
Flor de María Tejada Ramírez de Courejolles

Biological Sciences

Esteban Proano Sánchez
María Gómez Calderón
Santiago Edwards Ugaz
Luz Guevara Ramos
Beatriz López Albujar Trint

Art Education

Hilda Reategui de Lawinski
Violeta Merkt González
Gladys Fuster de Pazos
Eugenio Tarazona Salgado
Elsa Ramírez de Ramírez

Religion

R. P. Ricardo Durand Flores
Sofía Pinzas Picón
Rita Castro Ramos
R.P. Abraham Valenzuela Pomiano
Matilde Uribe Escobar

Home and Family Life Education

Olga Infante Peña
María Ventoicella Cámara
Aurora Más Alcedo
Victoria Rondinel Ruíz
Liliana Marroquín

Foreign Languages

Walter F. Leiblinger Pohorils
Miguel A. Barrantes Alzamora
Julio A. Patino Vento
Juan Hallenweguer Navarrette

APPENDIX G

BOOKS APPROVED BY THE COMMISSION OF PRIMARY SCHOOL TEXTS

1965 - 1966

Titles	Author or Publisher	Country of Origin
1. Mi Jardín Musical, ed. Infantil	Discos Fonolux S. A.	Perú
2. Calendario Cívico Infantil	Maximiliano Paredes Piñas	Perú
3. Calendario Cívico Escolar (poesías)	Juan Daniel del Aguila Velázquez	Perú
4. Aurora en la Selva (lectura 3er. año)	Juan Daniel del Aguila Velázquez	Perú
5. Cuentos Infantiles	Juan Daniel del Aguila Velázquez	Perú
6. Orientación Cívica Para el Escolar, 3er año	Juan Daniel del Aguila Velazquez	Perú
7. Fanal--Enciclopedia Escolar 3er año	Distribuidora Inca, ed. Iberia, S. A.	Perú
8. Fanal--Enciclopedia Escolar 4to. año	Distribuidora Inca, ed. Iberia, S. A.	Perú
9. Fanal--Enciclopedia Escolar 5to. año	Distribuidora Inca, ed. Iberia, S. A.	Perú
10. Nuestro Mundo Tropical Lectura	"Norma" - Cali	Colombia
11. La Ciencia en Nuestra Vida	"Norma" - Cali	Colombia
12. El Mundo de la Ciencia	"Norma" - Cali	Colombia
13. Tierra y Cielo	"Norma" - Cali	Colombia
14. Aire y Sol	"Norma" - Cali	Colombia
15. El Pequeño Artista	"Norma" - Cali	Colombia
16. Mi Libro Azul	"Norma" - Cali	Colombia
17. Mi Libro Amarillo	"Norma" - Cali	Colombia
18. Mi Libro Rojo	"Norma" - Cali	Colombia
19. Estudios Sociales	"Norma" - Cali	Colombia
20. Aprendiendo los Números	Carlota Bustamante y otros	Perú
21. Campanita lectura-transición	Kapeluz (Distribuidora)	Perú
22. Hermanitos Lectura - 1er año	Ed. Bruño	Perú
23. Pirulín Lectura - 1er año	Ed. Bruño	Perú
24. Arranque Lectura - 2do. año	Ed. Bruño	Perú
25. Primeros Pasos - Lectura 3er año	Ed. Bruño	Perú
26. Adelante Lectura 4to. año	Ed. Bruño	Perú
27. Cuesta Arriba Lectura 5to. año	Ed. Bruño	Perú
28. Más Arriba Lectura 4to. año	Ed. Bruño	Perú
29. En la Cumbre-Lectura 5to año	Ed. Bruño	Perú
30. Cálculo para Transición	Maximiliano Paredes Piñas	Perú
31. Silabario Mis Primeras Letras	Luis Quispe Valenzuela	Perú
32. Silabario Hispano Americano	Adrian Dufflocq (distribuidor)	Perú
33. El Alma de los Niños	Ed. Harovines	Perú
34. Fantasías Infantiles	Ed. Harovines	Perú
35. La Gruta Maravillosa (cuentos)	Ed. Harovines	Perú
36. El Hilo Mágico (cuentos)	Ed. Harovines	Perú

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LIST OF ABBREVIATIONS

AID	Agency for International Development
BID	Banco Internacional de Desarrollo
CENIP	National Productivity Center
CONACO	Consejo Nacional de Comerciantes
ESAN	Escuela Superior de Administración de Negocios
IPAE	Instituto Para Administración de Empresas
IIAS	Inter-American Institute of Agricultural Sciences
OECD	Organization for Economic Cooperation and Development
ONRAP	National Office of Public Administration
RTAC	Regional Technical Aids Center
SECPANE	Servicio Cooperativo Peruano - Norte-americano de Educąción
SENATI	Servicio Nacional de Aprendizaje y Trabajo Industrial
SIPA	Servicio de Investigación y Promoción Agraria
USIS	United States Information Service

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